PONY
MATH
2025
2
PRIMARY
FIRST TERM

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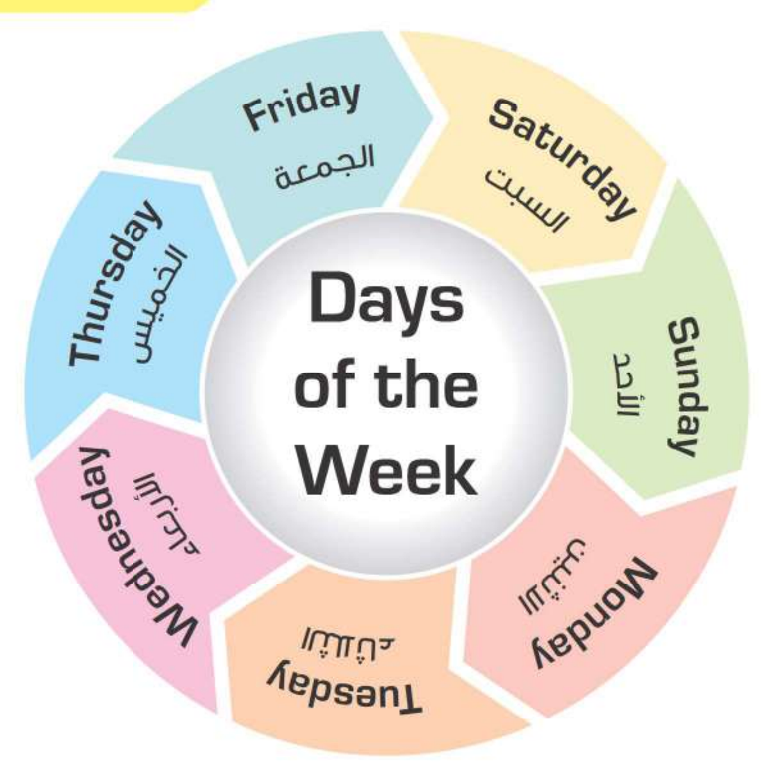
Days of the Week

Day	يوم
Week	أسبوع
Month	شهر
Year	سنة
Yesterday	أمس
Today	اليوم
Tomorrow	غدًا

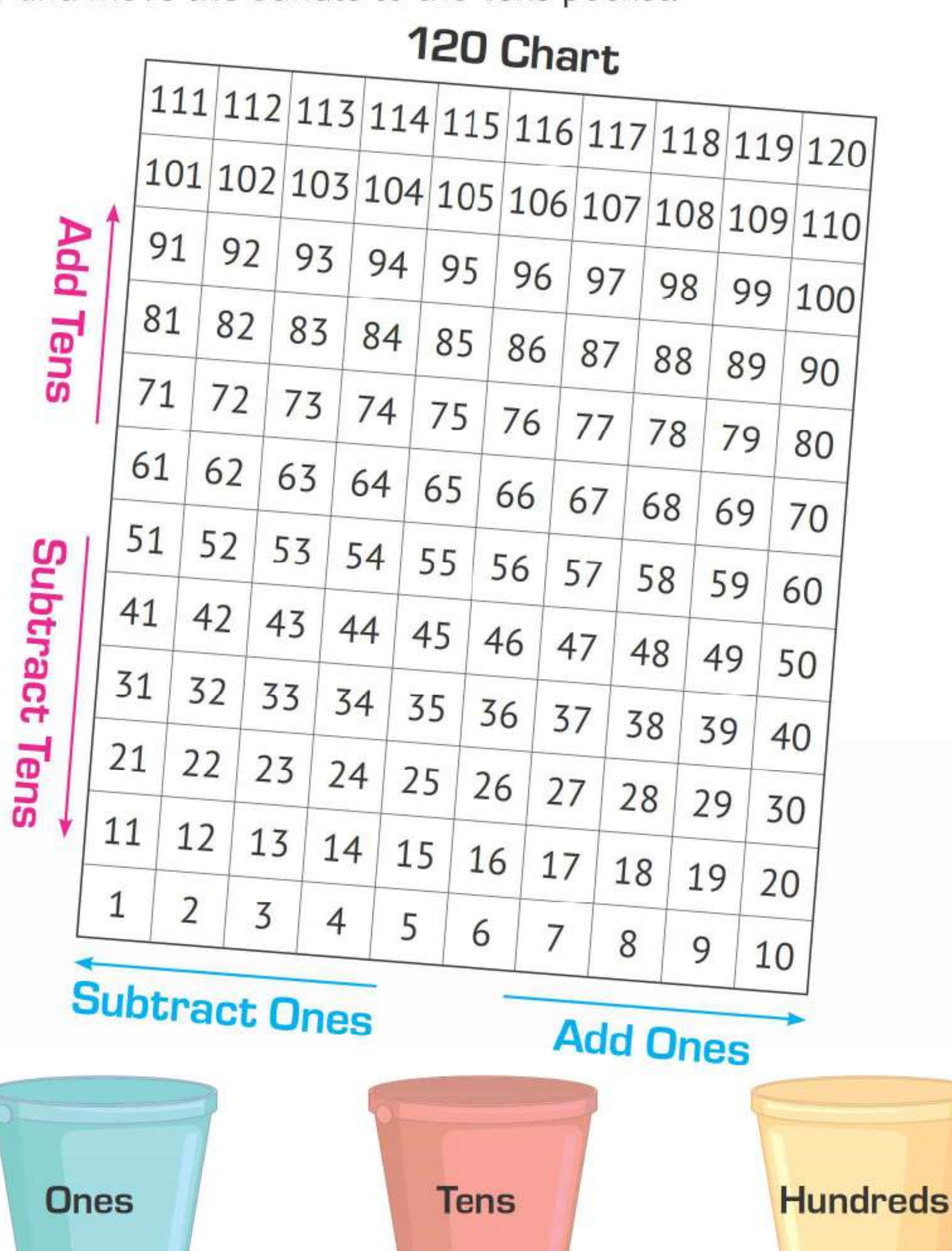


Months of the Year

Calendar Math Time

Begin each lesson with Calendar Math Time. During this time, discuss with your child what day it is. Teach him/her the days of the week and the months of the year. Count how many days your child has been in school and put a circle around this number on the 120 Chart.

Every day your child goes to school, ask him/her to put 1 straw in the **Ones** pocket till this pocket has **10 straws**. Your child has to bundle them together and move the bundle to the **Tens** pocket.


120 Chart

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Chapter 1

Chapter Lessons

Reading, Collecting, and Representing Data

Outcomes:
- Participating in Calendar Math Activities.
- Collecting and interpreting data.
- Creating a bar graph.

Comparing, Representing, and Interpreting Data – Representing Data with a Scale of 1

Outcomes:
- Participating in Calendar Math Activities.
- Collecting and interpreting data.
- Creating a bar graph.
- Using the symbols > , = and < to express comparisons.
- Ordering a set of numbers from the least to the greatest.
- Solving put-together and take-apart problems about bar graph data.

Representing Data with a Scale of 2 and 10 – Bar Graph

Outcomes:
- Participating in Calendar Math Activities.
- Skip counting by 2s.
- Interpreting a bar graph with a scale of 2.
- Skip counting by 10s.
- Interpreting a bar graph with a scale of 10.
- Collecting data about the sums of 2 six-sided dice.
- Creating a bar graph to represent the collected data.
- Interpreting data in a bar graph.

Pictograph – Graph Elements

Outcomes:
- Participating in Calendar Math Activities.
- Interpreting a pictograph with a scale of 2.
- Solving put-together and take-apart problems about pictograph data.
- Creating a bar graph using data from a pictograph.
- Interpreting data in a bar graph with a scale of 2.

Reading, Collecting, and Representing Data

قراءة، جمع وتمثيل البيانات

Representing Data Using a Bar Graph

It is the conversion of data and figures into drawings to facilitate studying and analyzing the data.

عرض البيانات باستخدام الأعمدة: هو تحويل البيانات والأشكال إلى رسومات لتسهيل الدراسة والتحليل.

Ex. The following bar graph shows the number of animals on a farm.

Vertical Axis
محور رأسي

It shows us what we counted.

Row
صف

Scale
مقياس التدرج
It indicates the quantity (the way we count).

Animals on a Farm

Number of Animals

0 1 2 3 4 5 6 7

Animals

Title
العنوان
It clarifies the topic of the bar graph.

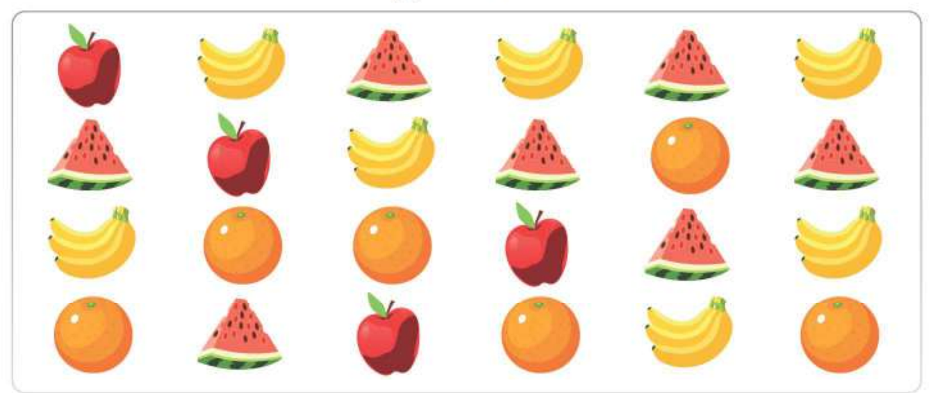
Horizontal Axis
محور أفقي

Data
بيانات
The sets show the data we collected.

It shows us what the groups are referring to.

Column
عمود

The following picture shows the sales of a fruit shop.
Count each type of fruit and write the number.



1 Complete the following:

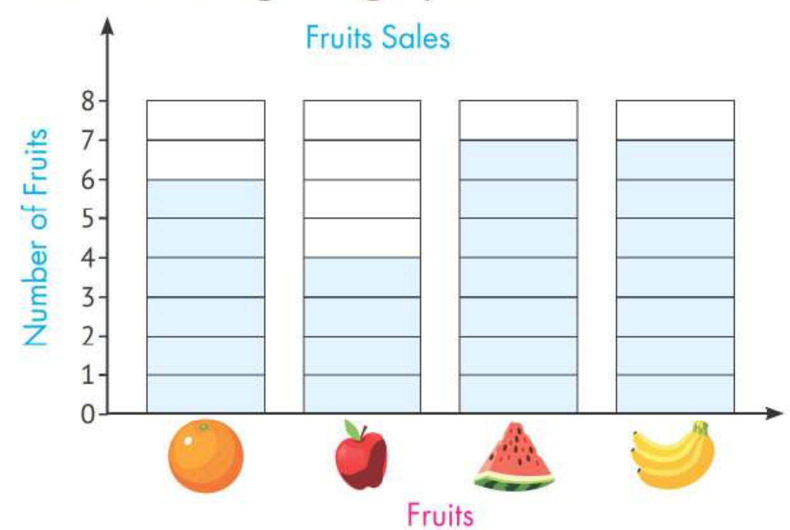
a The number of 🍊 = 6

b The number of = 4

c The number of = 7

d The number of = 7

2 Complete the following bar graph:



3 Complete using (<, = or >):

a The number of > the number of

b The number of < the number of

c The number of = the number of

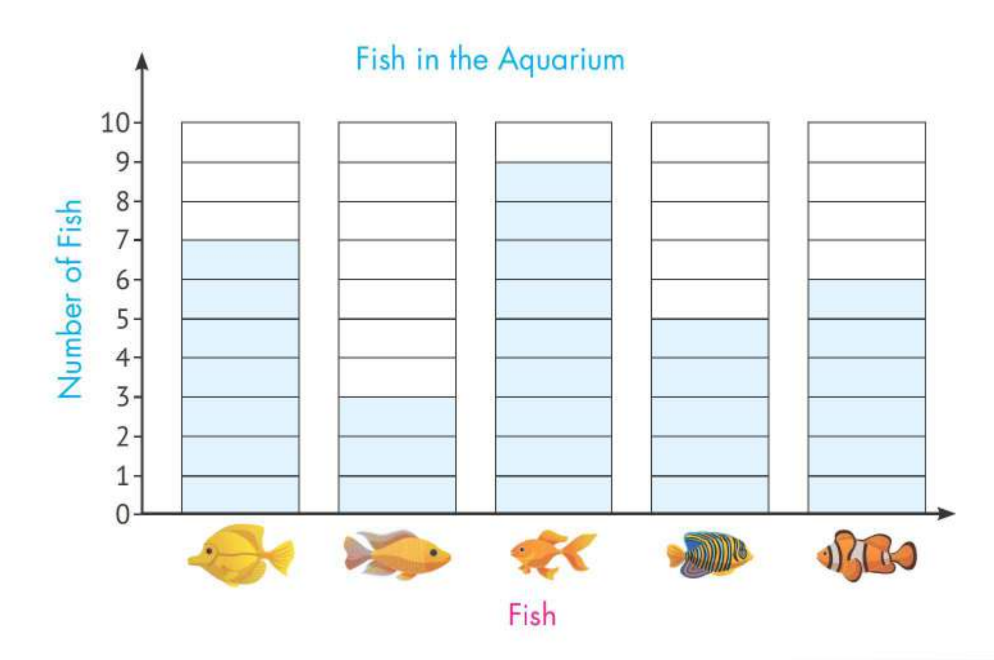
d The number of > the number of

There are different fish in the aquarium. Count and write the numbers.

1 Complete the following:

a. The number of (fish) = 7
b. The number of (fish) = 3
c. The number of (fish) = 9
d. The number of (fish) = 6
e. The number of (fish) = 5

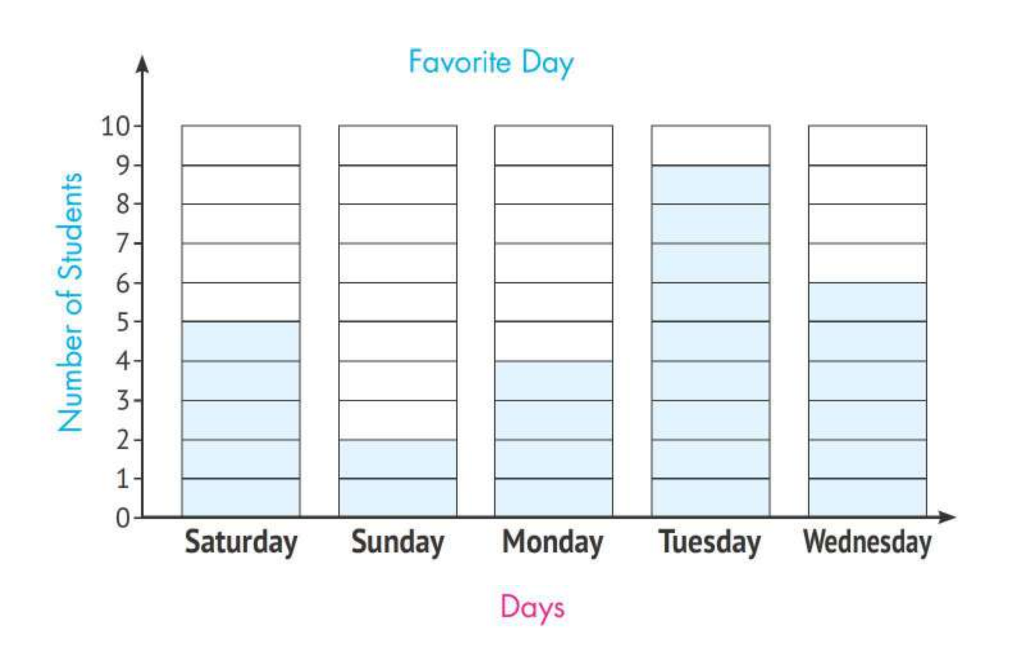
2 Complete the following bar graph:



The following table shows the students' favorite days. Complete the bar graph, then answer the questions.

Day	Saturday	Sunday	Monday	Tuesday	Wednesday
Number of Students	5	2	4	9	6

1 **Complete the following bar graph:**



2 **Choose the correct answer:**

ⓐ The number of students who prefer Wednesday is ......6...... .

(3 or 5 or 6)

ⓑ The least favorite day for students is ...Sunday... .

(Sunday or Monday or Saturday)

ⓒ The most favorite day for students is ...Tuesday... .

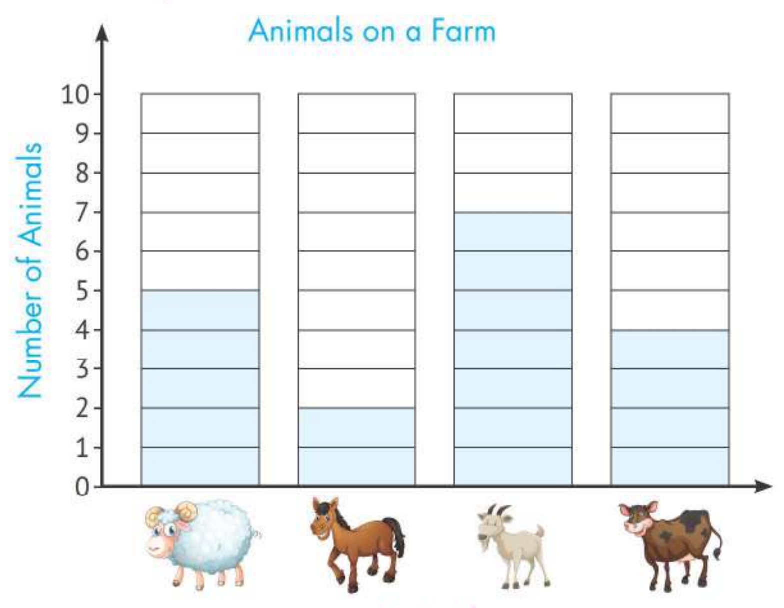
(Wednesday or Tuesday or Thursday)

HOME ACTIVITIES

1 **The following picture represents a group of different animals on a farm. Count and write the numbers, then complete the bar graph.**

ⓐ The number of = ...5..... ⓑ The number of = ...4......

ⓒ The number of = ...2...... ⓓ The number of = ...8......



2 There are different **fish in the aquarium**.

Count and write the numbers, then complete the bar graph.

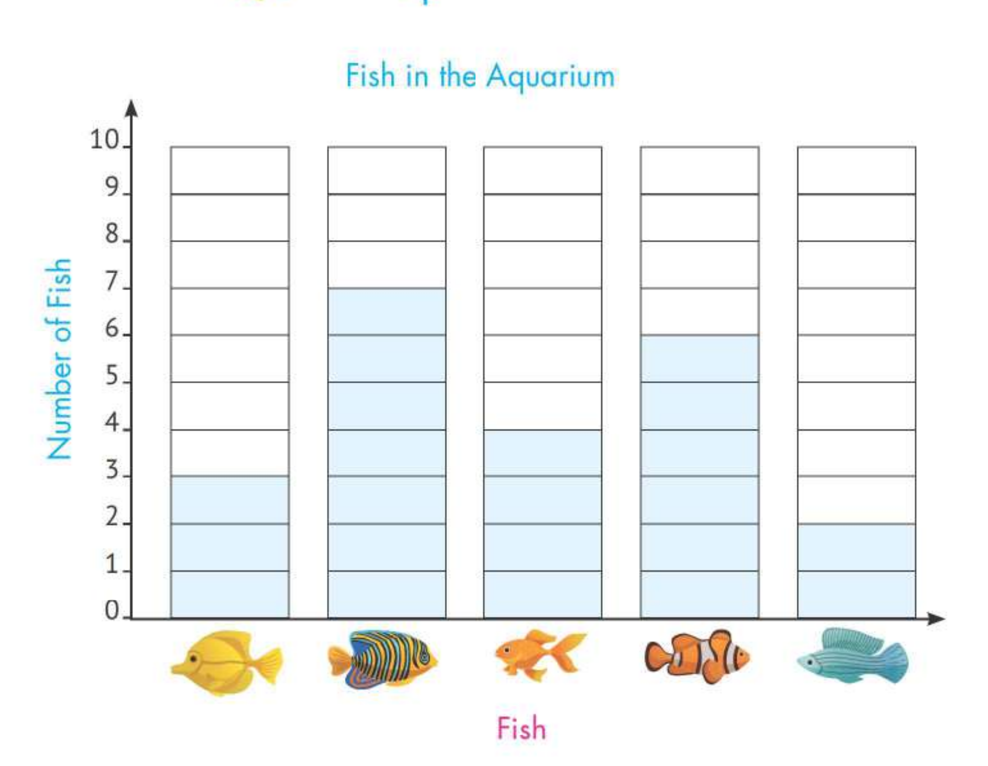
a The number of (yellow fish) = ...3........

b The number of (clownfish) = ...6........

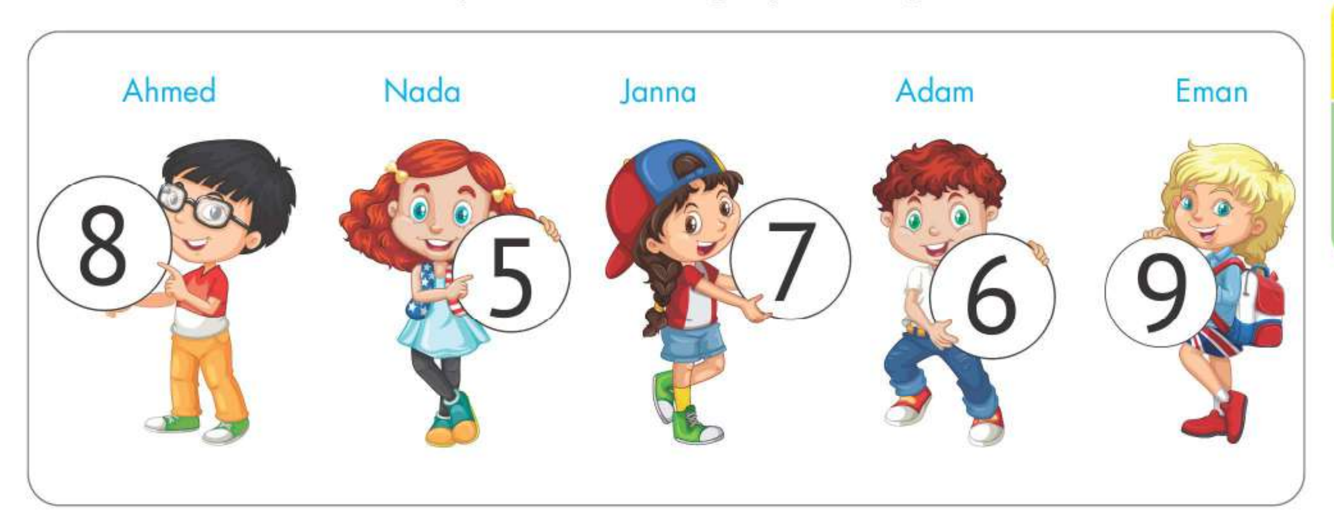
c The number of (striped fish) = ...7........

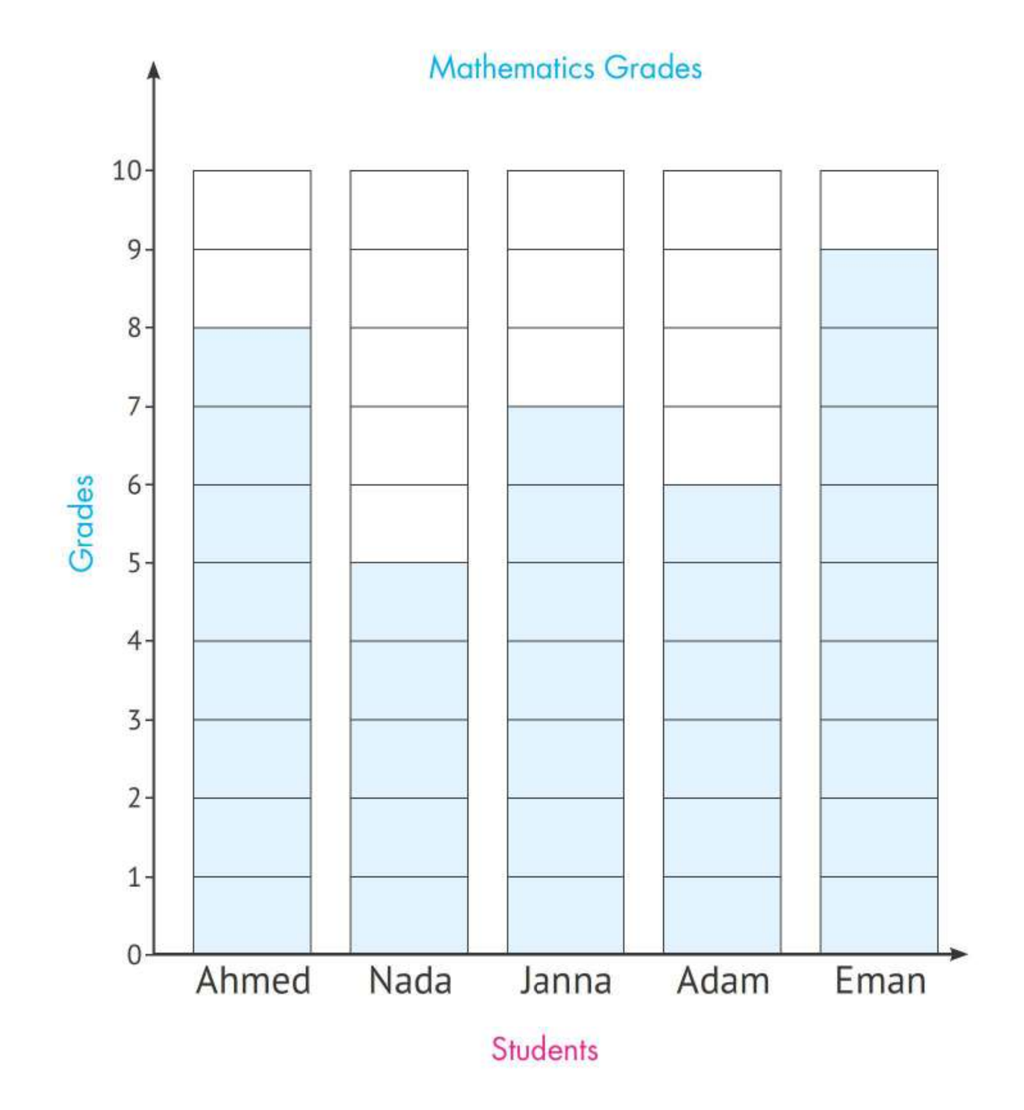
d The number of (blue fish) = ...2........

e The number of (goldfish) = ...4........



3 **The picture shows the grades of a group of students in mathematics. Complete the bar graph using this data:**

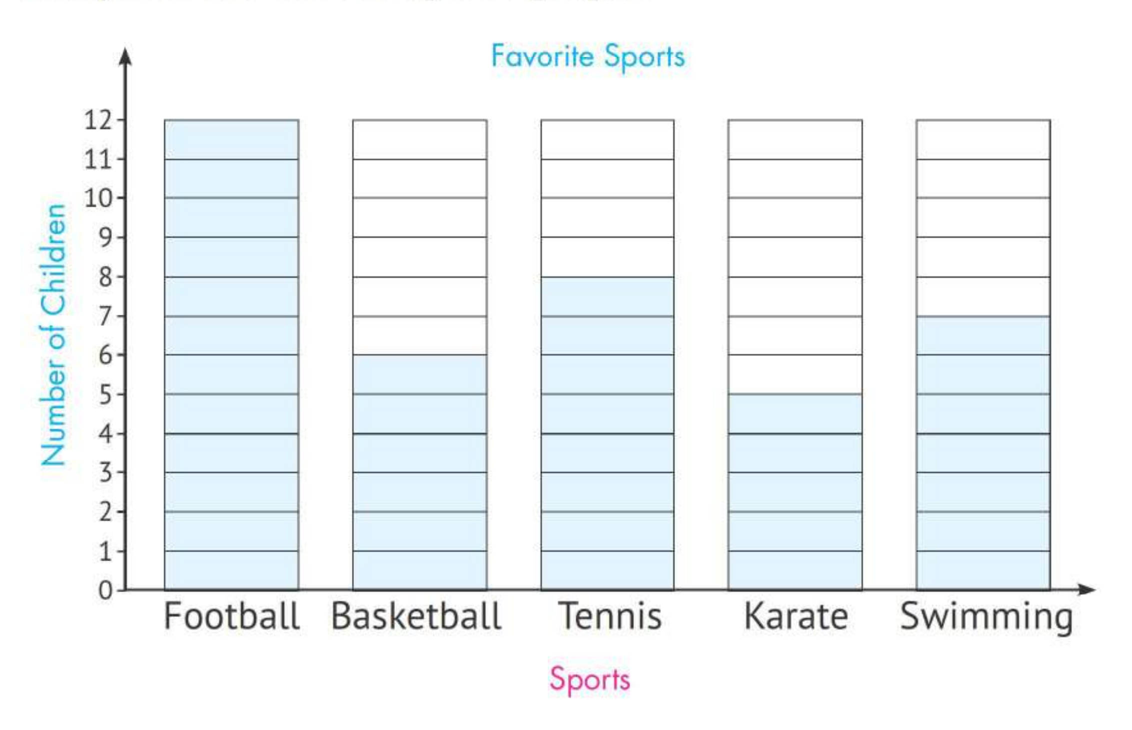




4 The following table represents the favorite sports of a number of children:

Sport	Football	Basketball	Tennis	Karate	Swimming
Number of Children	12	6	8	5	7

Complete the following bar graph:



Answer the following questions:

a) How many children prefer football?

12

b) What is the total number of children who prefer basketball and karate?

$6+5=11$

c) What is the difference between the number of children who prefer tennis and those who prefer swimming?

$8-7=1$

Comparing, Representing, and Interpreting Data Representing Data with a Scale of 1

مقارنة وتفسير البيانات – تمثيل البيانات بمقياس 1

Ex. Look at the following birds in the farm bar graphs.

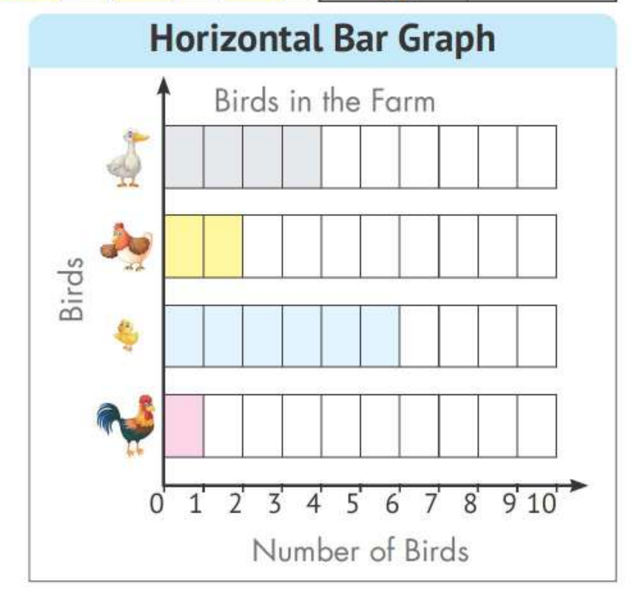
Bird	Number of Birds
	1
	6
	2
	4

Vertical Bar Graph

Birds in the Farm

Number of Birds: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Birds

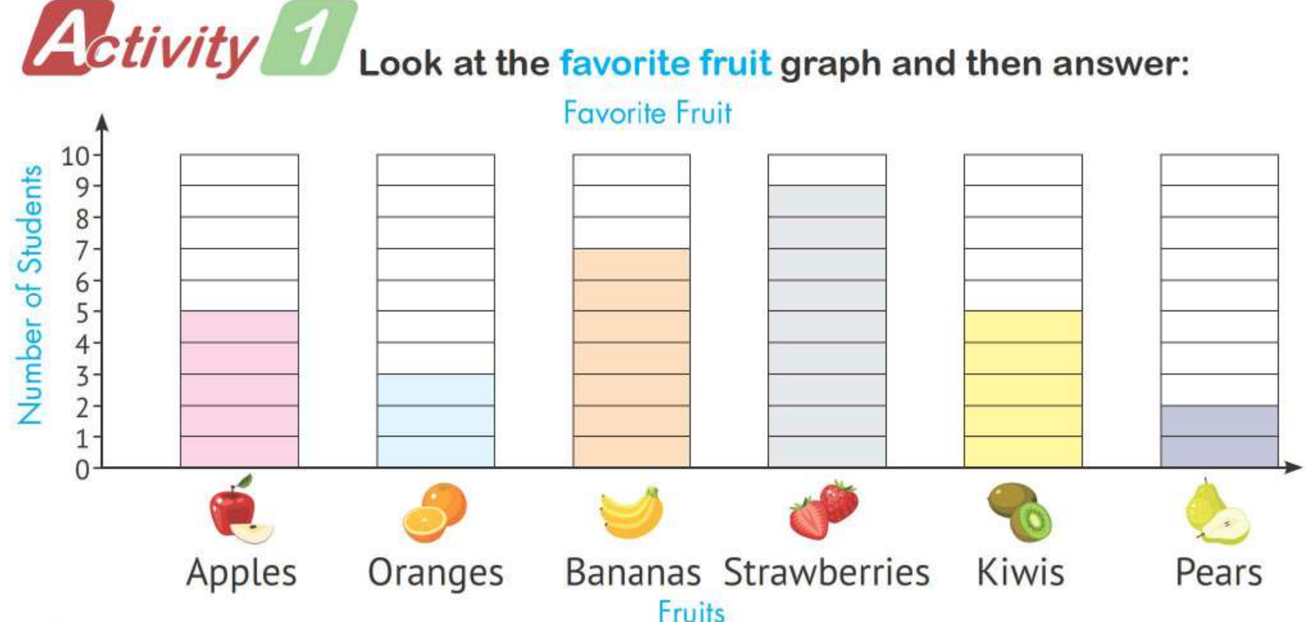


- The data can be recorded in a table to facilitate its study.
- The two bar graphs are the same.

- يمكن تسجيل البيانات في الجدول لتسهيل دراستها.
- التمثيل بالأعمدة البيانية الرأسية والأفقية متشابهان.

Compare	مقارنة	Most	الأكثر	Greater than	أكبر من
Greatest	الأكبر	Less than	أقل من	Least	الأقل

Activity 1 Look at the favorite fruit graph and then answer:



1 Complete the following table:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	5	3	7	9	5	2

2 Use the bar graph: complete using (< , = or >):

a) Number of students who liked apples = Number of students who liked kiwis

b) Number of students who liked oranges < Number of students who liked bananas

c) Number of students who liked pears < Number of students who liked strawberries

3 Answer the following questions:

a) How many students liked oranges? 3

b) How many more students liked strawberries than pears? 9-2=7

c) How many students all together liked kiwis, apples and oranges?

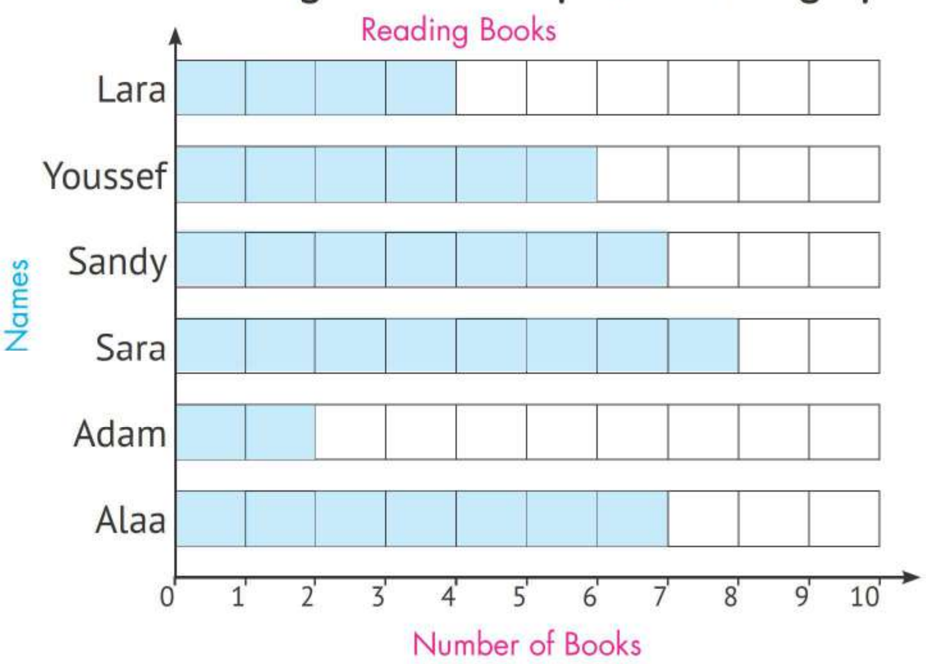
5+5+3=13

d) Which fruit is liked the most? Strawberries

e) Which fruit is liked the least? Pears

Use the following table to complete the bar graph:

Name	Number of Books
Alaa	7
Adam	2
Sara	8
Sandy	7
Youssef	6
Lara	4



1 **Use the graph to order the names of students who read the books from the least to the greatest:**

Adam , Lara , Youssef , Sandy , Alaa , Sara .

2 **Use the bar graph: complete using (< , = or >):**

a. Number of books that Alaa read = Number of books that Sandy read

b. Number of books that Sara read > Number of books that Lara read

c. Number of books that Youssef read < Number of books that Sandy read

3 **Answer the following questions:**

a. How many books did Sara read? 8

b. How many more books did Alaa read than Lara? 7-4=3

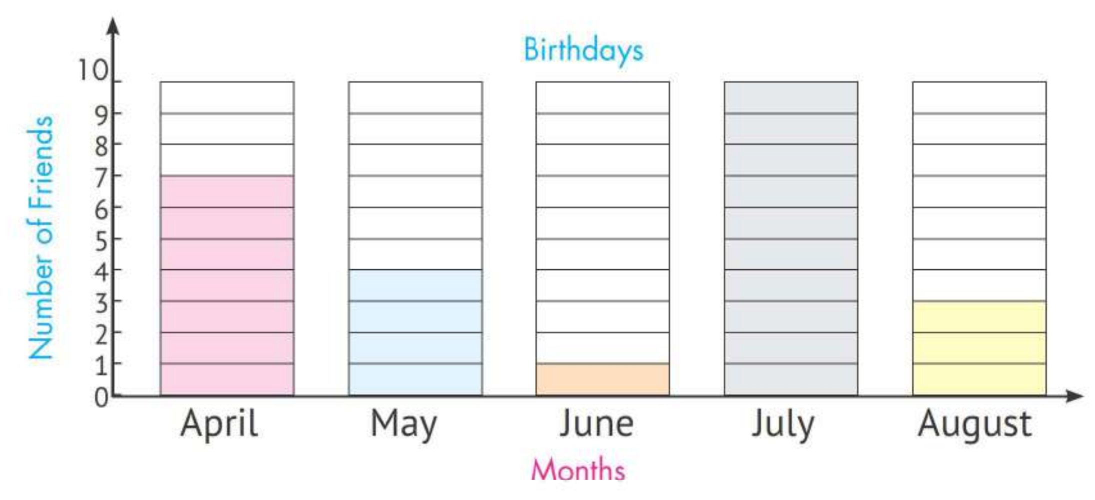
c. How many books all together did Sandy, Youssef and Adam read?

7+6+2=15

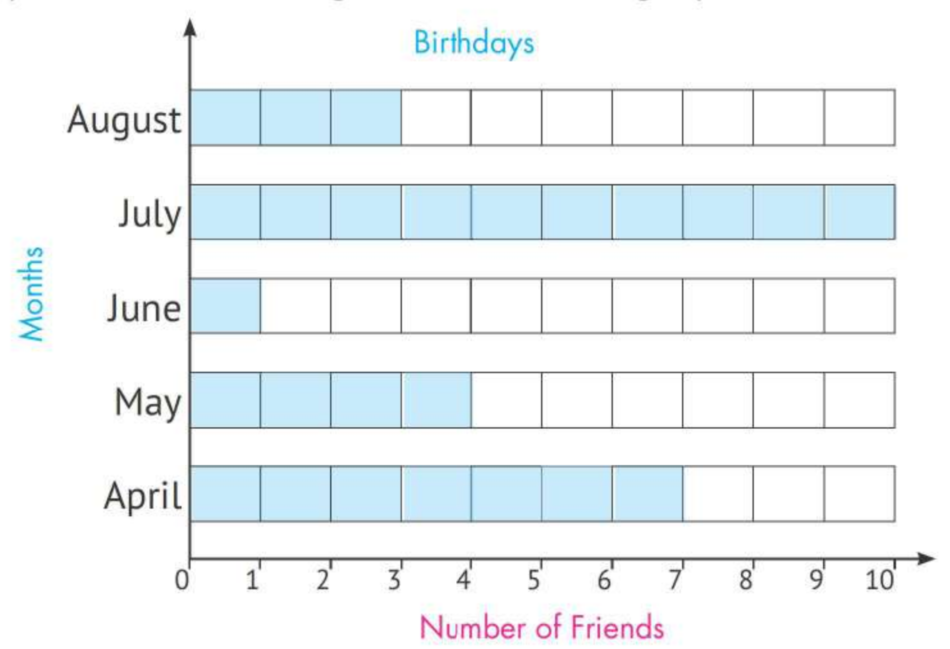
d. Who read the greatest number of books? Sara

e. Who read the least number of books? Adam

Emad collected data about the birthdays of some of his friends, and then made the following bar graph:



1 **Complete the following horizontal bar graph:**



2 **Complete the following sentences:**

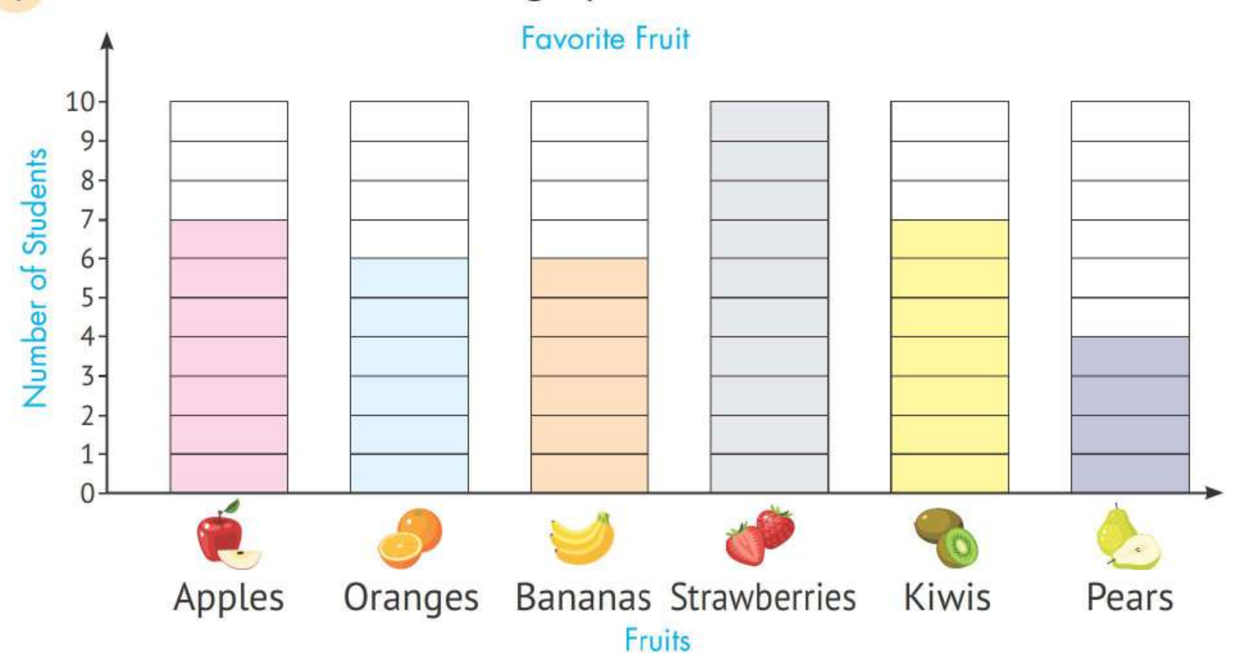
ⓐ The number of students whose birthdays are in July is ......10...... .

ⓑ The month in which the fewest number of Emad's friends were born is ......June...... .

ⓒ The difference between the number of Emad's friends born in April and those born in August is ......7 – 3 = 4...... .

HOME ACTIVITIES

1 Look at the favorite fruit graph and then answer.



Frist: Complete the following table:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	7	6	6	10	7	4

Second: Use the bar graph and complete using (< , = or >):

a) Number of students who liked apples = Number of students who liked kiwis

b) Number of students who liked oranges = Number of students who liked bananas

c) Number of students who liked pears < Number of students who liked strawberries

Third: Answer the following questions:

ⓐ How many students liked oranges? ....6........

ⓑ How many more students liked strawberries than pears?

........10 – 4 = 6........

ⓒ How many students all together liked kiwis, apples and oranges?

........7 + 7 + 6 = 20........

ⓓ How many students all together liked bananas and oranges?

........6 + 6 = 12........

ⓔ What is the difference between the number of students who liked apples and those who liked bananas? ....7 – 6 = 1........

ⓕ Which fruit is liked the most? ....Strawberries........

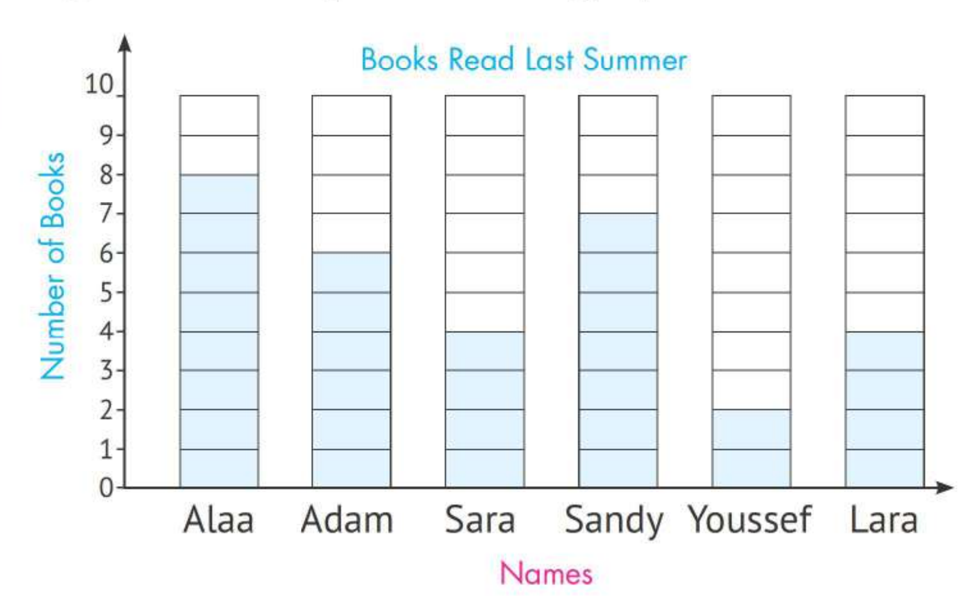
ⓖ Which fruit is liked the least? ....Pears........

ⓗ Arrange the types of fruits according to the number of students from the least to the greatest.

....Pears.... , ...Orange.... , ...Bananas.... , ...Kiwis.... , ...Apples.... , Strawberries.

2 Use the following table to complete the bar graph:

Name	Number of Books
Alaa	8
Adam	6
Sara	4
Sandy	7
Youssef	2
Lara	4



First: **Use the graph to order the names of students who read the books from the least to the greatest:**

Youssef , Lara , Sara , Adam , Sandy , Alaa .

Sceond: **Use the bar graph and complete using (< , = or >):**

ⓐ Number of books that Alaa read	>	Number of books that Sandy read
ⓑ Number of books that Sara read	=	Number of books that Lara read
ⓒ Number of books that Youssef read	<	Number of books that Sandy read

Third: **Answer the following questions:**

ⓐ How many books did Sara read? 4

ⓑ How many more books did Alaa read than Lara?

8 – 4 = 4

ⓒ How many books all together did Sandy, Youssef and Adam read?

7 + 2 + 6 = 15

ⓓ Who read the greatest number of books? Alaa

ⓔ Who read the least number of books? Youssef

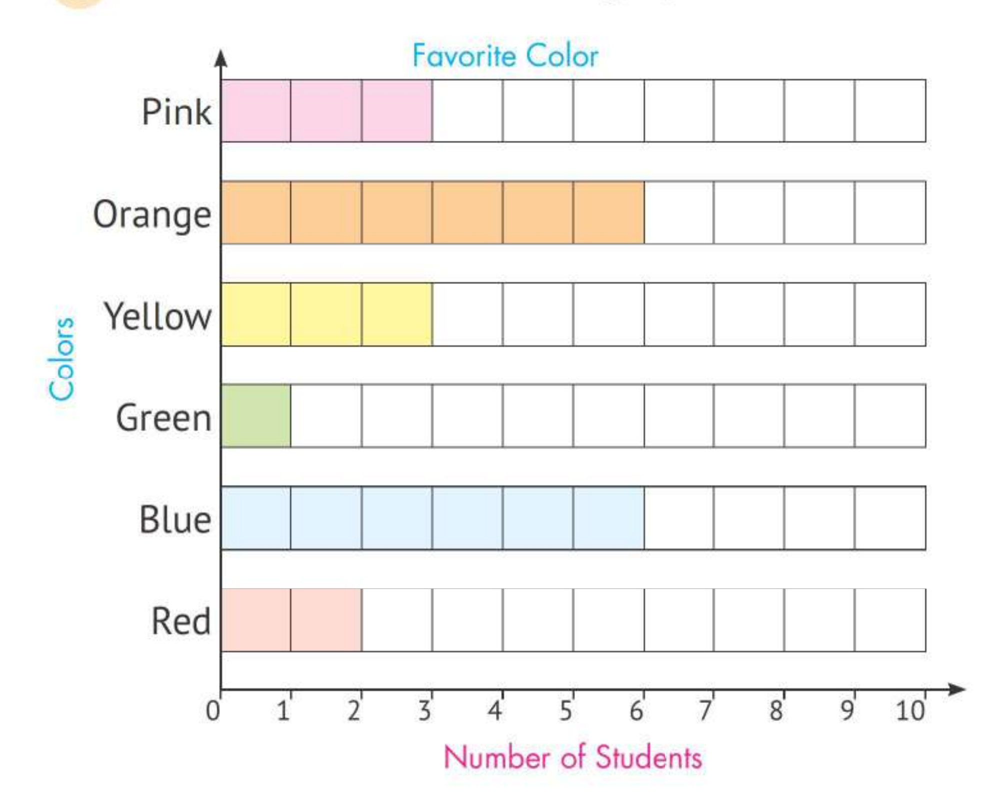
ⓕ How many more books did Sandy read than Youssef?

7 – 2 = 5

ⓖ How many fewer books did Sara read than Adam?

6 – 4 = 2

3 Look at the favorite color graph and then answer the questions.



Color	Number of Students
Red	2
Blue	6
Green	1
Yellow	3
Orange	6
Pink	3

First: Use the bar graph and complete using (< , = or >):

ⓐ Number of students who liked red	>	Number of students who liked green
ⓑ Number of students who liked green	<	Number of students who liked orange
ⓒ Number of students who liked yellow	=	Number of students who liked pink
ⓓ Number of students who liked blue	>	Number of students who liked yellow
ⓔ Number of students who liked orange	=	Number of students who liked blue
ⓕ Number of students who liked pink	>	Number of students who liked red

Second: Answer the following questions:

a) How many students liked red the most?

2

b) How many students liked blue the most?

6

c) How many students liked green the most?

1

d) How many students liked yellow the most?

3

e) How many students liked orange the most?

6

f) How many students liked pink the most?

3

g) How many students liked pink and blue (pink + blue)?

$3 + 6 = 9$

h) How many more students liked yellow than green (yellow – green)?

$3 - 1 = 2$

i) How many students liked red and blue (red + blue)?

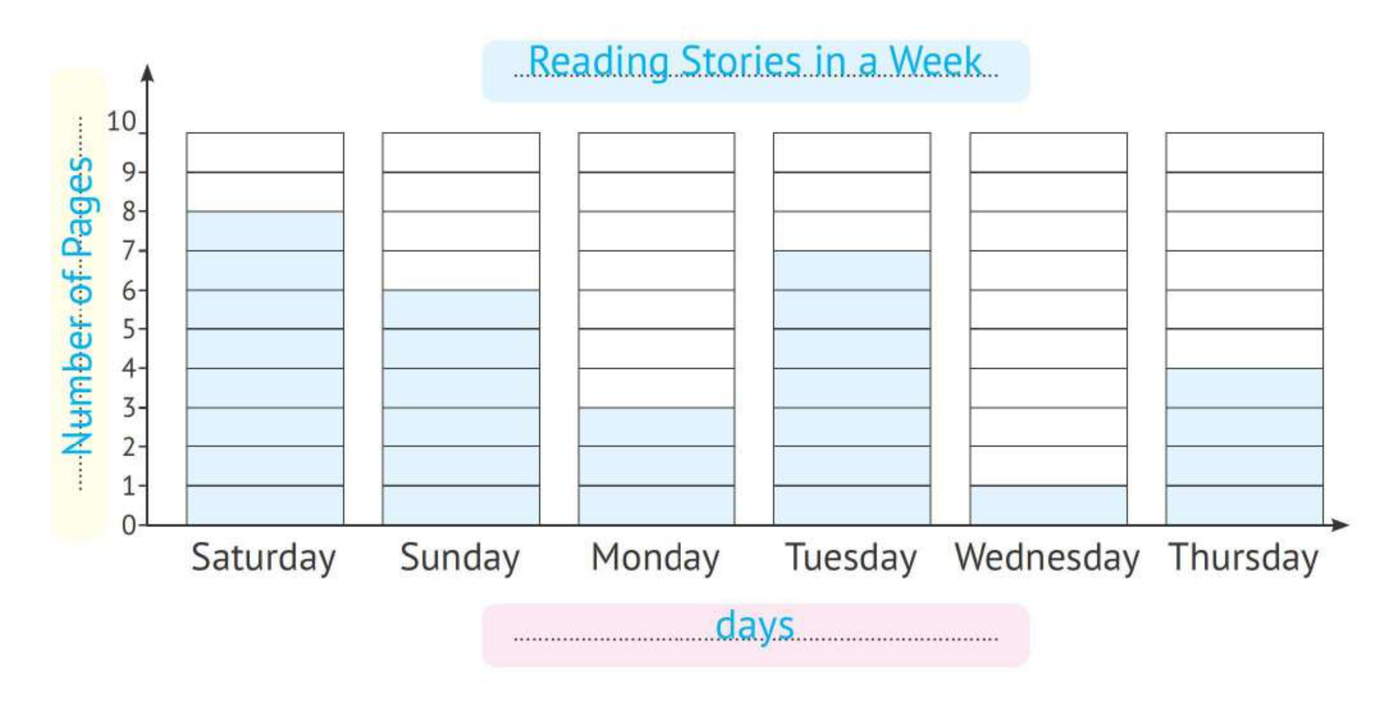
$2 + 6 = 8$

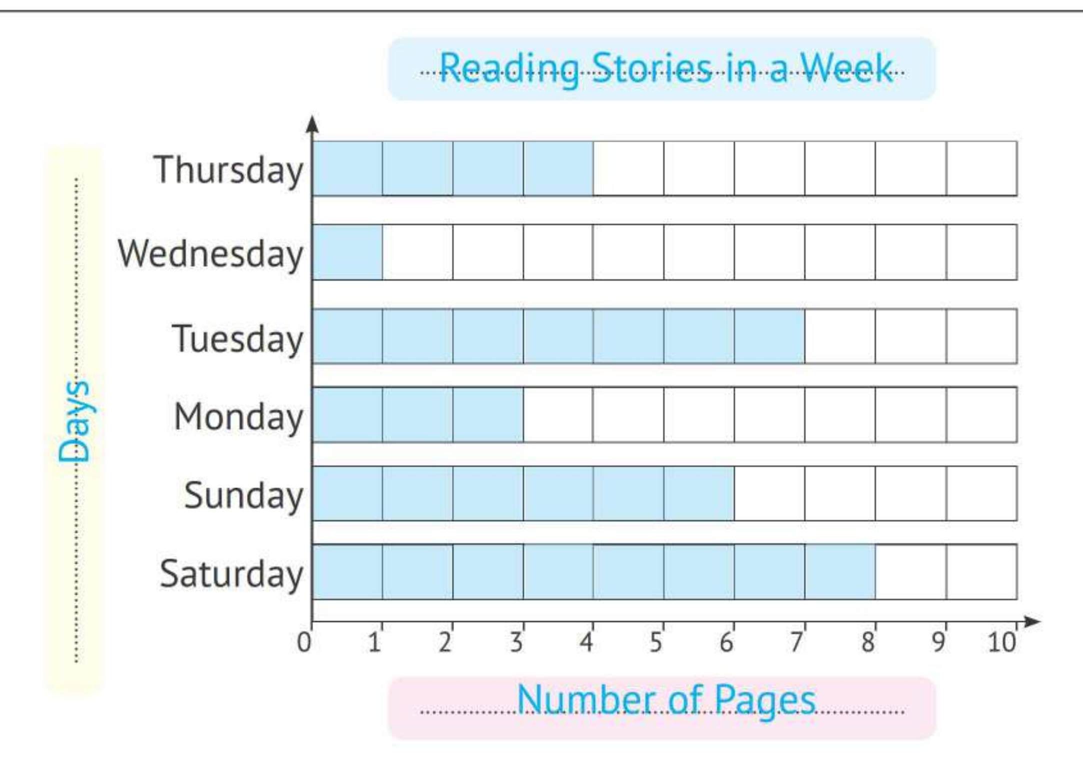
j) How many more students liked blue than orange (blue – orange)?

$6 - 6 = 0$

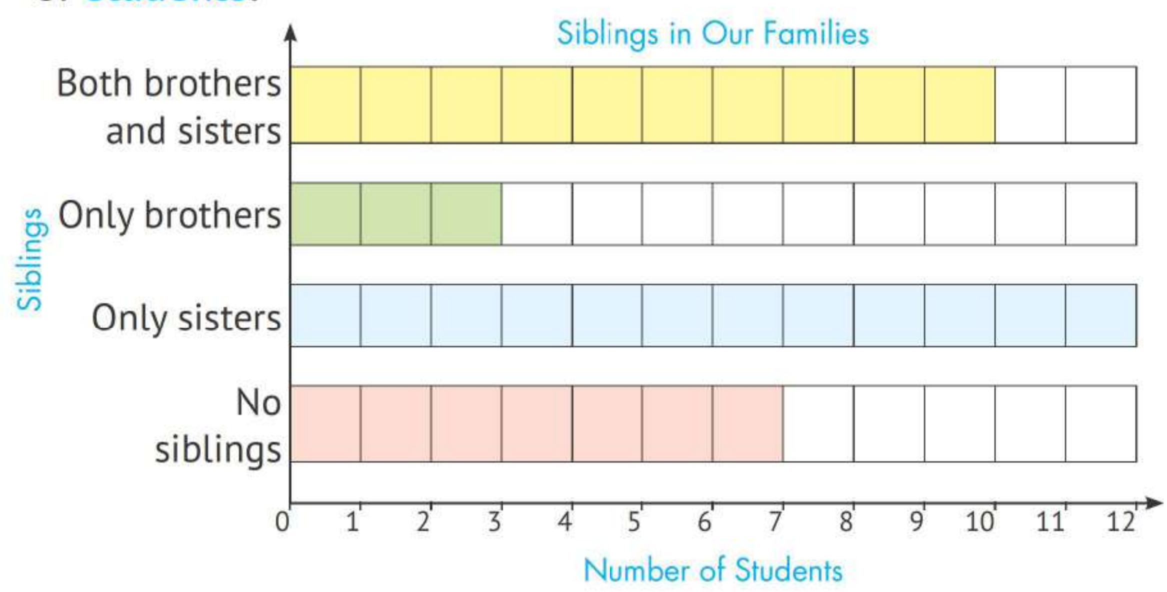
4 **The following table shows the number of pages Mahmoud read from one of the stories during a week:**

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Pages	8	6	3	7	1	4





5 **The following graph shows data about the siblings of a number of students:**



First: Complete the following table:

Sibling	No Siblings	Only Sisters	Only Brothers	Both Brothers and Sisters
Number of Students	7	12	3	10

Second: Complete the following vertical bar graph:

Representing Data with a Scale of 2 and 10 – Bar Graph

تمثيل البيانات بمقاس (2 و 10) – والتمثيل البياني بالأعمدة

Skip Counting by 2s

Learn We start from 2, then jump by 2 to reach 4, and then jump again to reach 6... and so on.

العد بالقفز بمقدار 2: نبدأ من العدد 2 ثم نقفز بمقدار 2 لنصل إلى العدد 4 ثم نقفز مرة أخرى لنصل إلى العدد 6.... وهكذا.

Start from 2, then jump by 2. Color the numbers you stand at and write them next to the 120 Chart.

Answers											
112 , 114 , 116 , 118 , 120 ←	111	112	113	114	115	116	117	118	119	120
102 , 104 , 106 , 108 , 110 ←	101	102	103	104	105	106	107	108	109	110
92 , 94 , 96 , 98 , 100 ←	91	92	93	94	95	96	97	98	99	100
82 , 84 , 86 , 88 , 90 ←	81	82	83	84	85	86	87	88	89	90
72 , 74 , 76 , 78 , 80 ←	71	72	73	74	75	76	77	78	79	80
62 , 64 , 66 , 68 , 70 ←	61	62	63	64	65	66	67	68	69	70
52 , 54 , 56 , 58 , 60 ←	51	52	53	54	55	56	57	58	59	60
42 , 44 , 46 , 48 , 50 ←	41	42	43	44	45	46	47	48	49	50
32 , 34 , 36 , 38 , 40 ←	31	32	33	34	35	36	37	38	39	40
22 , 24 , 26 , 28 , 30 ←	21	22	23	24	25	26	27	28	29	30
12 , 14 , 16 , 18 , 20 ←	11	12	13	14	15	16	17	18	19	20
2 , 4 , 6 , 8 , 10 ←	1	2	3	4	5	6	7	8	9	10

Skip counting	العد بالقفز	Jump	قفز	Jumps	قفزات

Skip Counting by 10s

Learn We start from 10, then jump by 10 to reach 20, and then jump again to reach 30... and so on.

العد بالقفز بمقدار 10: نبدأ من العدد 10 ثم نقفز بمقدار 10 لنصل إلى العدد 20 ثم نقفز مرة أخرى لنصل إلى العدد 30.... وهكذا.

Use the following 120 Chart to skip counting by 10s. Color the numbers you stand at, and write them next to the 120 Chart.

Written										
120	111	112	113	114	115	116	117	118	119	120
110	101	102	103	104	105	106	107	108	109	110
100	91	92	93	94	95	96	97	98	99	100
90	81	82	83	84	85	86	87	88	89	90
80	71	72	73	74	75	76	77	78	79	80
70	61	62	63	64	65	66	67	68	69	70
60	51	52	53	54	55	56	57	58	59	60
50	41	42	43	44	45	46	47	48	49	50
40	31	32	33	34	35	36	37	38	39	40
30	21	22	23	24	25	26	27	28	29	30
20	11	12	13	14	15	16	17	18	19	20
10	1	2	3	4	5	6	7	8	9	10

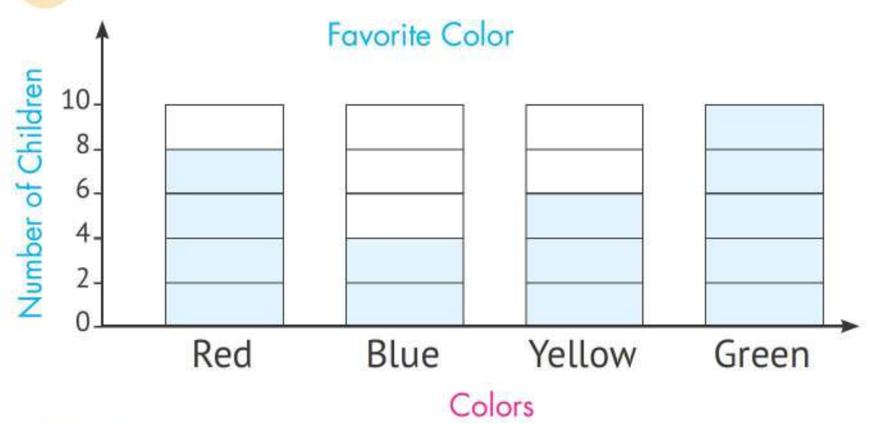
Activity 3 **Complete in the same pattern:**

- a) 8 , 10 , 12 , 14 , 16 , 18 , 20 , 22
- b) 28 , 26 , 24 , 22 , 20 , 18 , 16 , 14
- c) 20 , 30 , 40 , 50 , 60 , 70 , 80 , 90
- d) 120 , 110 , 100 , 90 , 80 , 70 , 60 , 50

The following bar graph represents the **favorite color** of a number of children:

Color	Number of Children
Red	8
Blue	4
Yellow	6
Green	10

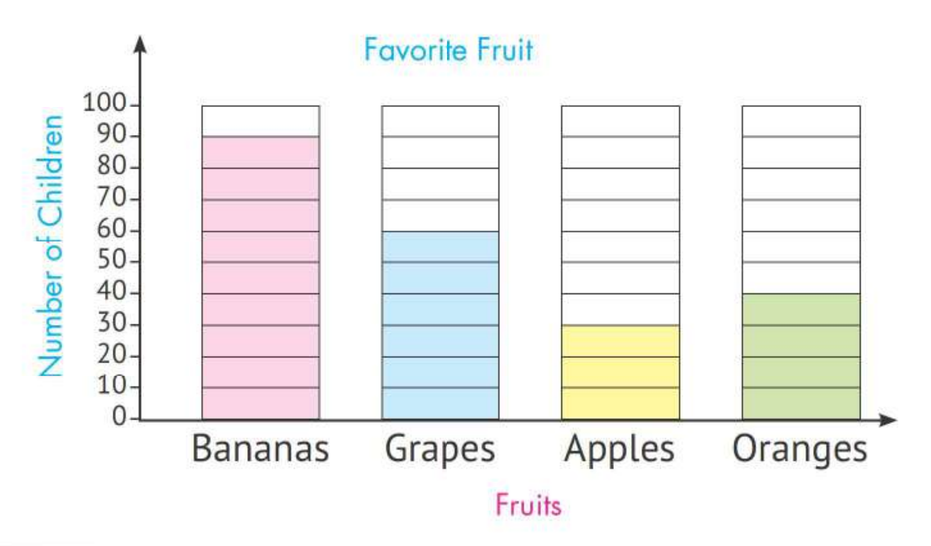
Complete the following bar graph:



Important Notes:

- Each square in the first bar graph is equal to two squares in the second bar graph.

Activity 5 Use the bar graph to answer the following questions:



a. How many children liked bananas the most? ....90..........

b. How many children liked oranges the most? ....40..........

c. Which fruit is liked the least? ....Apples..........

d. Which fruit is liked the most? ....Bananas..........

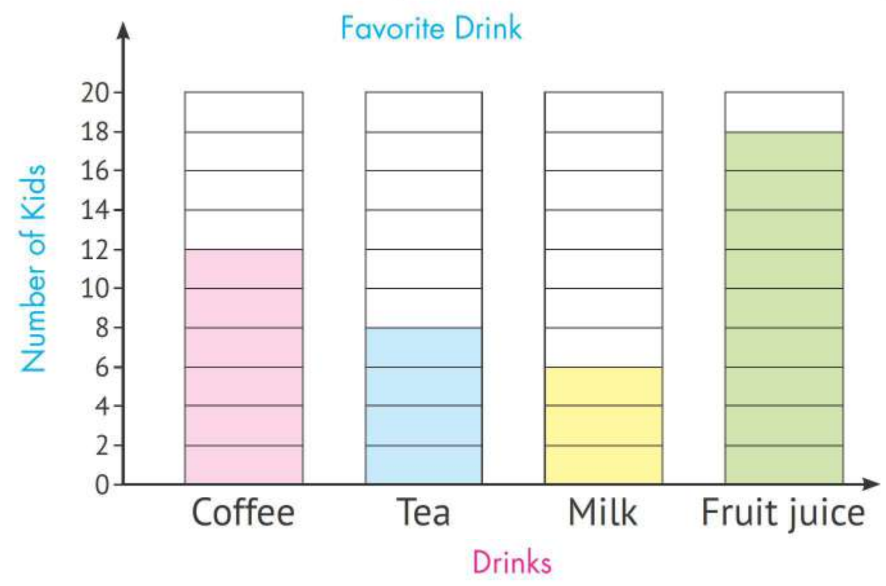
e. How many children in all liked grapes and apples?

..........60 + 30 = 90..........

f. How many more children liked bananas than oranges?

..........90 – 40 = 50..........

Activity 6 Use the bar graph to answer the following questions:



a. How many kids liked fruit juice the most? ....18..........

b. How many kids liked tea the most? ....8..........

c. How many kids in all liked tea and fruit juice?

..........8 + 18 = 26..........

d. How many more kids liked coffee than milk?

..........12 – 6 = 6..........

e. Which drink is liked the least? ....Milk..........

f. Which drink is liked the most? ....Fruit juice..........

HOME ACTIVITIES

1 **Complete in the same pattern:**

ⓐ 0 , 2 , 4 , ...6...... , ...8...... , ...10...... , ...12......

ⓑ 0 , 10 , 20 , ...30...... , ...40...... , ...50...... , ...60......

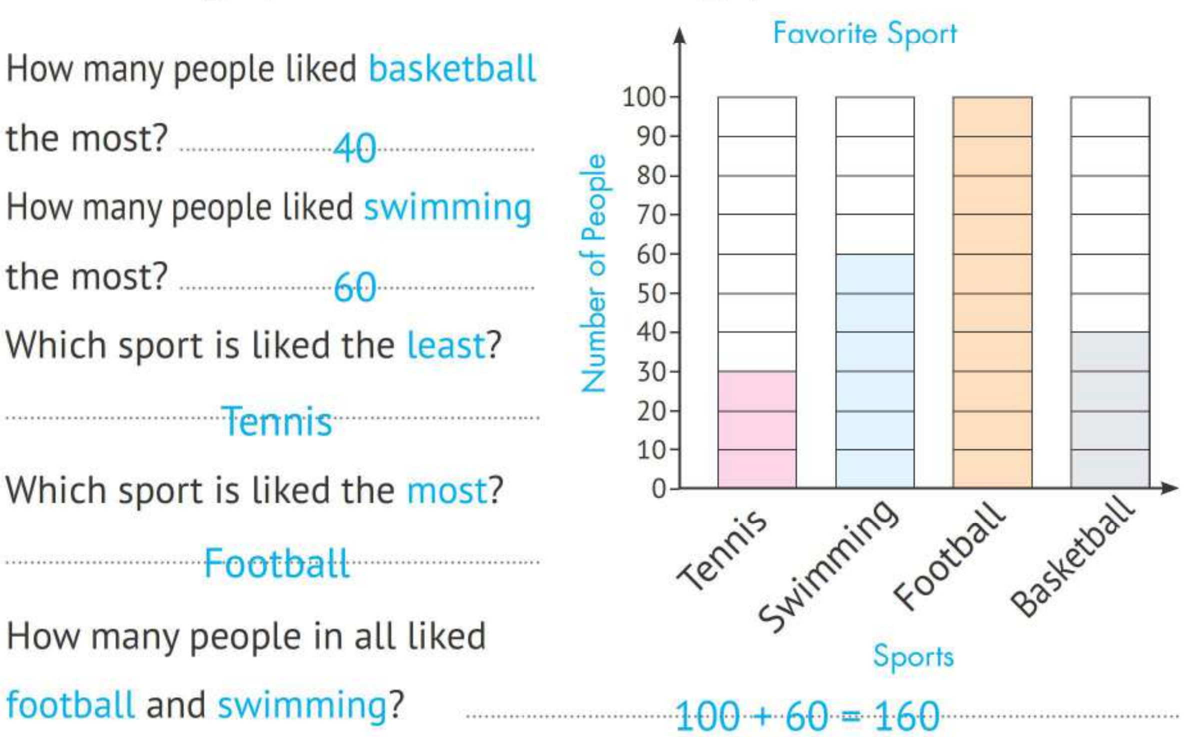
ⓒ 36 , 38 , 40 , ...42...... , ...44...... , ...46...... , ...48......

ⓓ 110 , 100 , 90 , ...80...... , ...70...... , ...60...... , ...50......

ⓔ 96 , 94 , 92 , ...90...... , ...88...... , ...86...... , ...84......

ⓕ 60 , 50 , 40 , ...30...... , ...20...... , ...10...... , ...0......

2 **Use the bar graph to answer the following questions:**



ⓐ How many people liked basketball the most? ......40......

ⓑ How many people liked swimming the most? ......60......

ⓒ Which sport is liked the least?

......Tennis......

ⓓ Which sport is liked the most?

......Football......

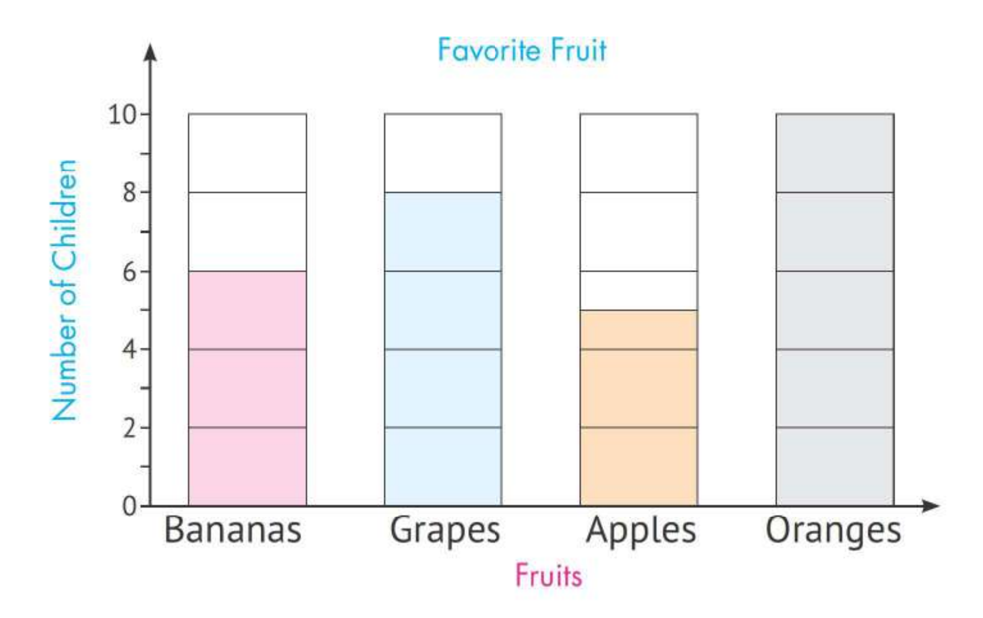
ⓔ How many people in all liked football and swimming? ......100 + 60 = 160......

ⓕ How many more people liked basketball than tennis? 40 – 30 = 10......

Complete the following table:

Sport	Tennis	Swimming	Football	Basketball
Number of People	......30......	......60......	......100......	......40......

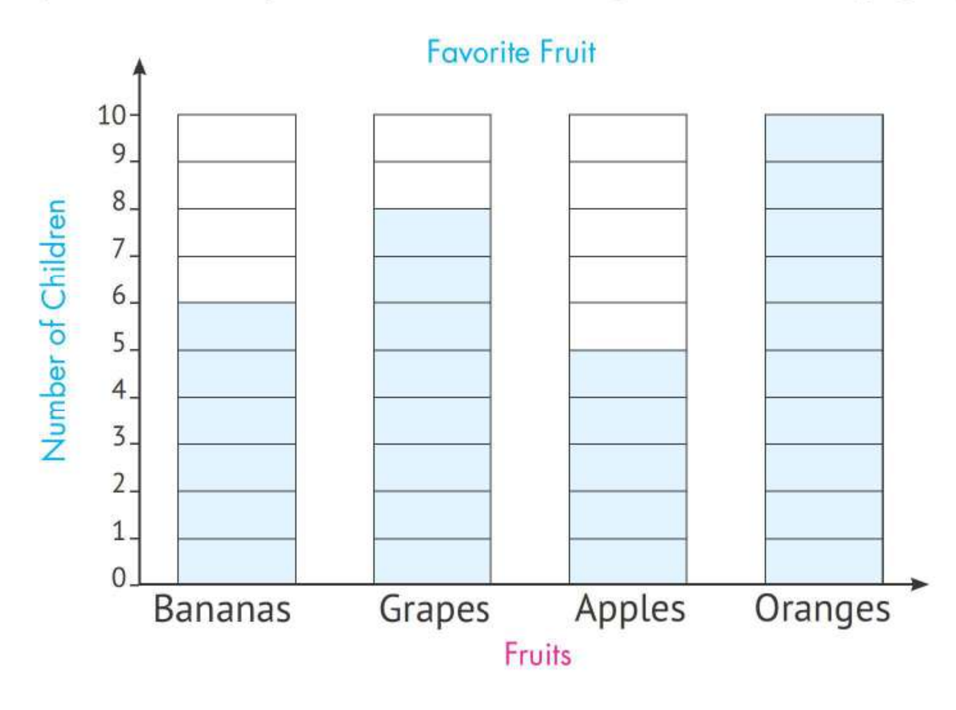
3 **The following bar graph represents the favorite fruit of a number of children:**



First: Complete the following table:

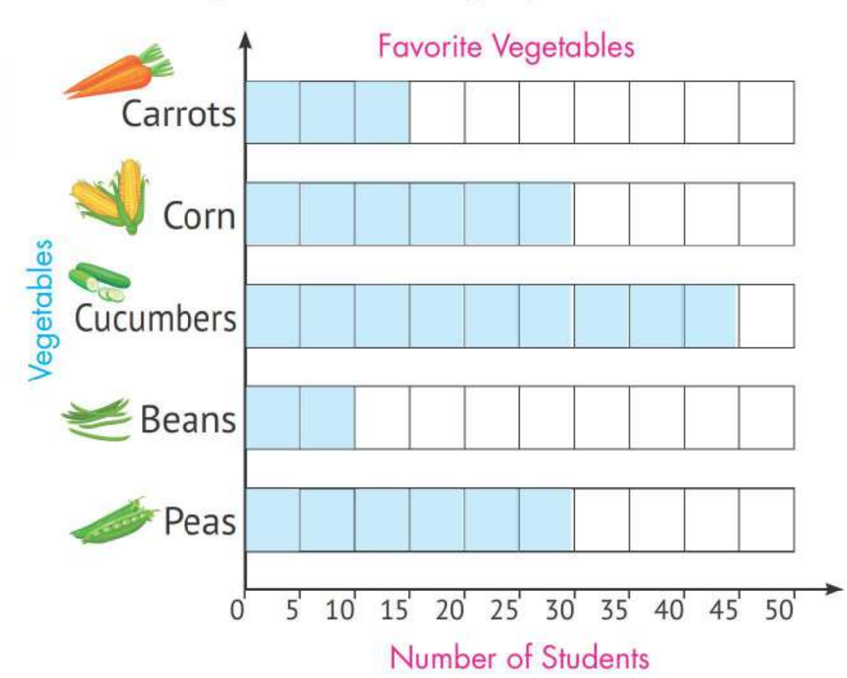
Fruit	Bananas	Grapes	Apples	Oranges
Number of Children	6	8	5	10

Second: Represent the previous data using the following graph:



4 Use the following table to complete the bar graph:

Vegetable	Number of Students
Carrots	15
Corn	30
Cucumbers	45
Beans	10
Peas	30



First: Use the bar graph and complete using (< , = or >):

ⓐ Number of students who liked carrots < Number of students who liked cucumbers

ⓑ Number of students who liked beans < Number of students who liked carrots

ⓒ Number of students who liked corn = Number of students who liked peas

Second: Answer the following questions:

ⓐ How many students liked carrots? 15

ⓑ How many more students liked corn than peas? 30 – 30 = 0

ⓒ How many students all together liked carrots, beans and corn? 15 + 10 + 30 = 55

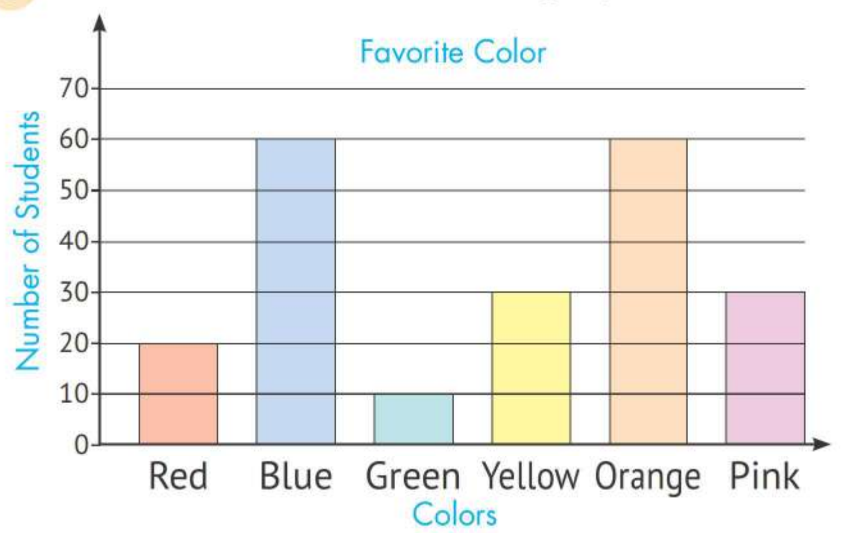
ⓓ Which vegetable is liked the most? Cucumbers

ⓔ Which vegetable is liked the least? Beans

Third: Use the bar graph to order the kinds of vegetables from the greatest to the least:

Cucumbers , Corn , Peas , Carrots , Beans

5 **Look at the favorite color graph and then answer the questions:**



Color	Number of Students
Red	20
Blue	60
Green	10
Yellow	30
Orange	60
Pink	30

First: Use the bar graph: complete using (< , = or >):

(a) Number of students who liked red	>	Number of students who liked green
(b) Number of students who liked blue	>	Number of students who liked yellow
(c) Number of students who liked yellow	=	Number of students who liked pink
(d) Number of students who liked orange	=	Number of students who liked blue
(e) Number of students who liked pink	>	Number of students who liked red

Second: Answer the following questions:

(a) How many students liked red the most? 20

(b) How many students liked blue the most? 60

(c) How many students liked yellow the most? 30

(d) How many students liked orange the most? 60

(e) How many students liked pink and blue (pink + blue)? $30 + 60 = 90$

(f) How many more students liked yellow than green (yellow – green)?

$30 - 10 = 20$

Pictograph – Graph Elements

التمثيل البياني بالصور – عناصر التمثيل البياني

- The graphic representation in pictures is called a pictograph, in which the images are the data, and the key to the drawing tells us the quantity (numerical amount) represented by each image.
- التمثيل البياني بالصور هو تمثيل بياني يستخدم الصور حيث الصور هي البيانات ومفتاح الرسم يخبرنا بالكمية الرقمية التي تمثلها كل صورة.

Ex. The following pictograph shows the number of houses that have been built in some months:

Month	Number of Houses
January	
February	
March	
April	
May	

Key

= 2 houses

This means that each house represents 2 houses.

هذا يعني أن كل صورة منزل تمثل عدد 2 منزل

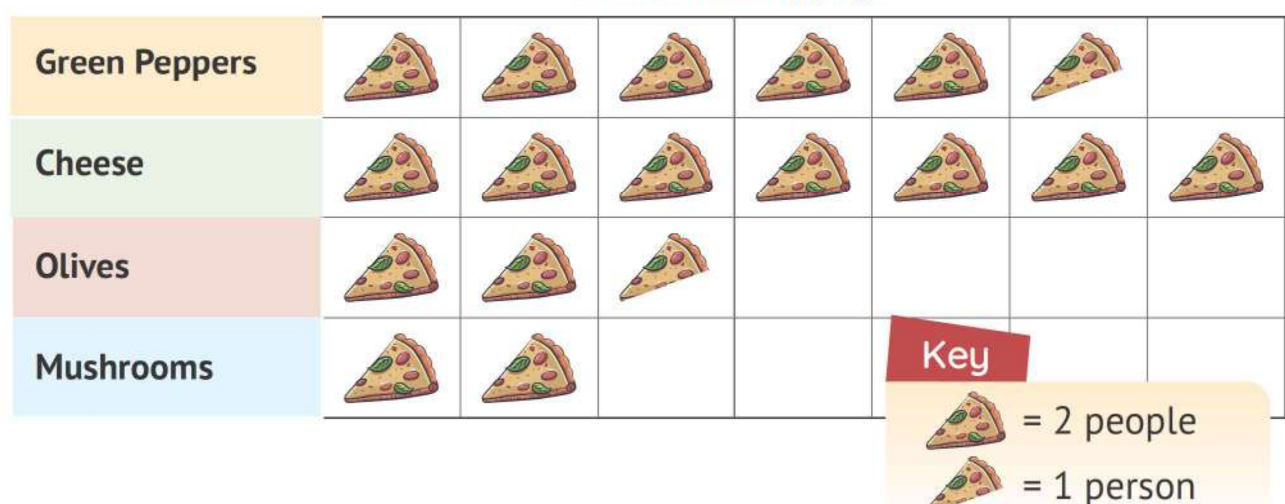
= 1 house

This means that each house represents 1 house.

هذا يعني أن كل صورة نصف منزل تمثل عدد 1 منزل

Pictograph	التمثيل البياني المصور	Key	المفتاح

Look at the data in the pictograph and answer the questions:



Complete the following table:

Pizza Topping	Green Peppers	Cheese	Olives	Mushrooms
Number of People	11	14	5	4

a) How many people liked cheese and green peppers?

14 + 11 = 25

b) How many people liked cheese, green peppers and olives?

14 + 11 + 5 = 30

c) How many more people liked cheese than green peppers?

14 – 11 = 3

d) How many fewer people liked mushrooms than olives?

5 – 4 = 1

e) What is the pizza topping that is liked the most on this graph?

Cheese

Look at the animals on a farm pictograph, then answer:

Animals on a Farm

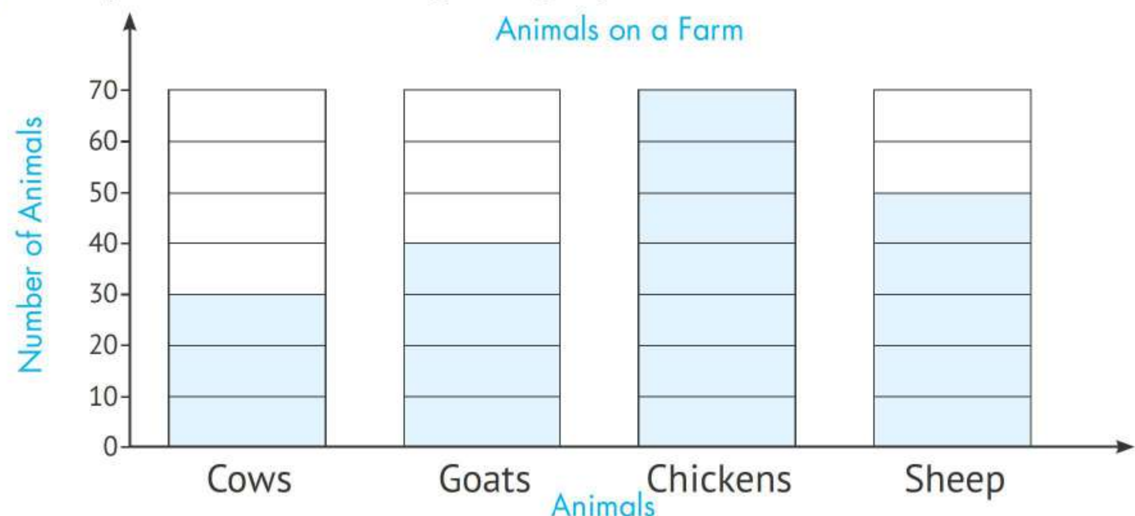
Cows	🐄	🐄	🐄				
Goats	🐐	🐐	🐐	🐐			
Chickens	🐔	🐔	🐔	🐔	🐔	🐔	🐔
Sheep	🐑	🐑	🐑	🐑	🐑		

Key
Each animal picture represents 10 animals.

1 **Complete the following table:**

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	30	40	70	50

2 **Complete the following bar graph:**



3 **Answer the following questions:**

ⓐ How many cows are there on the farm? 30

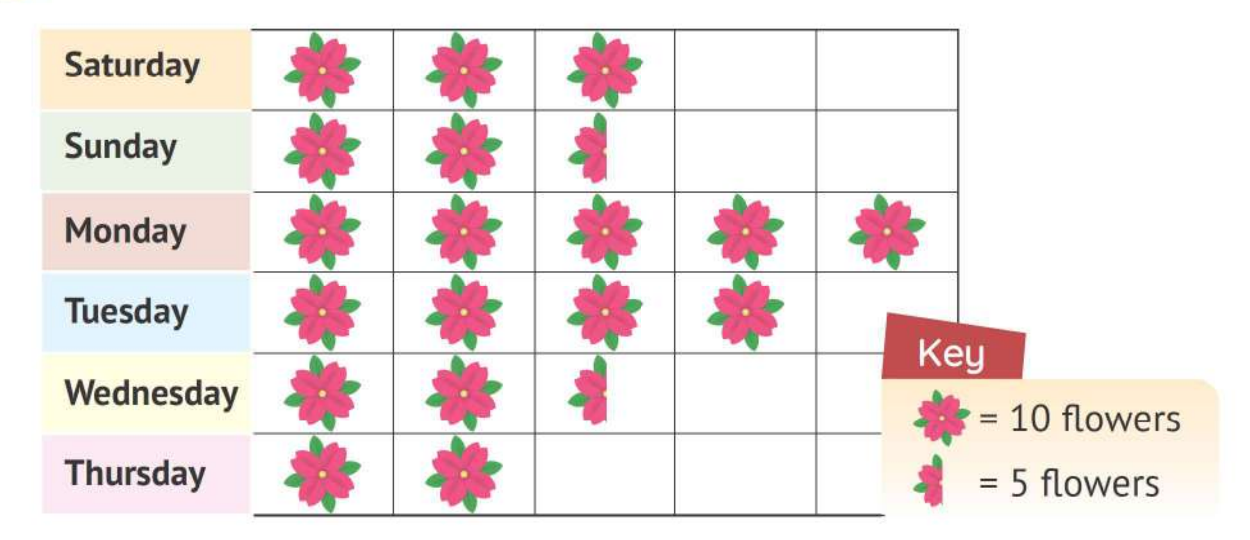
ⓑ How many goats and chickens are there on the farm? 40 + 70 = 110

ⓒ What is the most type of animals found on the farm? Chickens

ⓓ What is the least type of animals found on the farm? Cows

HOME ACTIVITIES

1 Look at the Pick a Flower pictograph and then answer:



First: Complete the following table:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers	30	25	50	40	25	20

Second: Use the bar graph and complete using (< , = or >):

a. Number of flowers picked on Sunday **<** Number of flowers picked on Tuesday

b. Number of flowers picked on Saturday **>** Number of flowers picked on Sunday

c. Number of flowers picked on Wednesday **<** Number of flowers picked on Monday

d. Number of flowers picked on Monday **>** Number of flowers picked on Wednesday

e. Number of flowers picked on Tuesday **>** Number of flowers picked on Saturday

f. Number of flowers picked on Thursday **<** Number of flowers picked on Saturday

Third: Answer the following questions:

ⓐ How many flowers were picked on Monday?

50

ⓑ How many flowers were picked on Tuesday?

40

ⓒ How many more flowers were picked on Saturday than Sunday?

30 – 25 = 5

ⓓ How many more flowers were picked on Monday than Tuesday?

50 – 40 = 10

ⓔ How many more flowers were picked on Monday than Wednesday?

50 – 25 = 25

ⓕ How many more flowers were picked on Sunday than Thursday?

25 – 20 = 5

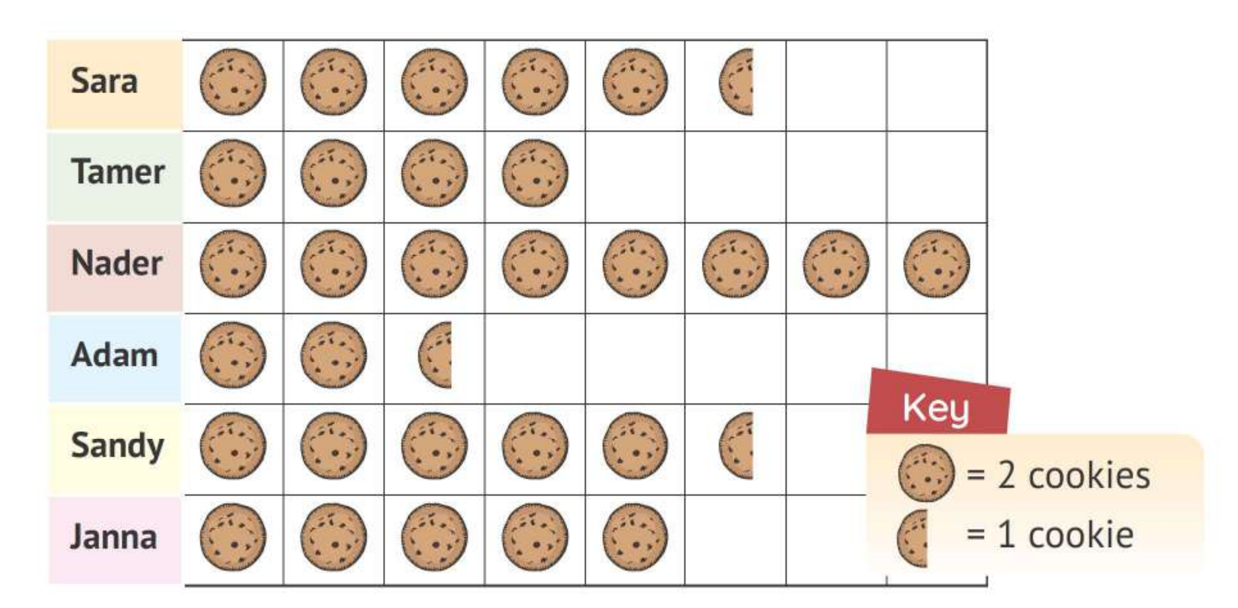
ⓖ Which day had the most number of flowers picked?

Monday

ⓗ Which day had the least number of flowers picked?

Thursday

2 Look at the following pictograph, then answer:



First: Complete the following table:

Name	Sara	Tamer	Nader	Adam	Sandy	Janna
Number of Cookies	11	8	16	5	11	10

Second: Use the bar graph and complete using (< , = or >):

a) Number of cookies Sara ate > Number of cookies Tamer ate

b) Number of cookies Nader ate > Number of cookies Adam ate

c) Number of cookies Sandy ate > Number of cookies Janna ate

d) Number of cookies Tamer ate < Number of cookies Sandy ate

e) Number of cookies Adam ate < Number of cookies Sara ate

f) Number of cookies Sandy ate = Number of cookies Sara ate

Third: Answer the following questions:

ⓐ How many cookies did Tamer eat?

8

ⓑ How many cookies did Janna eat?

10

ⓒ How many more cookies did Sara eat than Adam?

$11 - 5 = 6$

ⓓ How many more cookies did Sandy eat than Janna?

$11 - 10 = 1$

ⓔ How many cookies did Sara, Nader and Adam eat?

$11 + 16 + 5 = 32$

ⓕ How many cookies did Tamer and Sandy eat?

$8 + 11 = 19$

ⓖ Who ate the greatest number of cookies?

Nader

ⓗ Who ate the least number of cookies?

Adam

3 The following pictograph shows the number of watches that a number of children have:

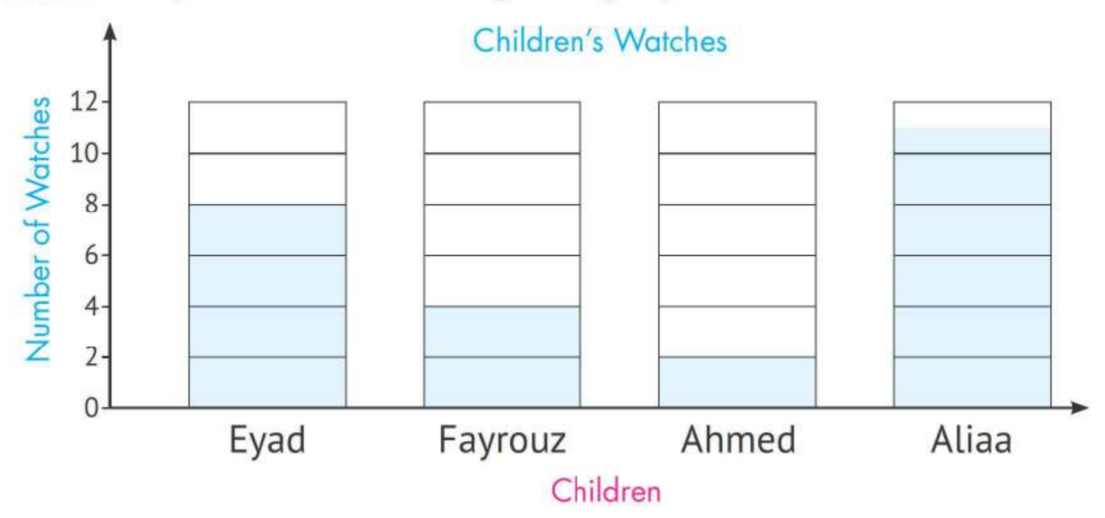
Eyad	
Fayrouz	
Ahmed	
Aliaa	

Key
= 2 watches
= 1 watch

First: Complete the following table:

Child	Eyad	Fayrouz	Ahmed	Aliaa
Number of Watches	8	4	2	11

Second: Complete the following bar graph:



Third: Answer the following questions:

ⓐ How many more watches does Aliaa have than Fayrouz?

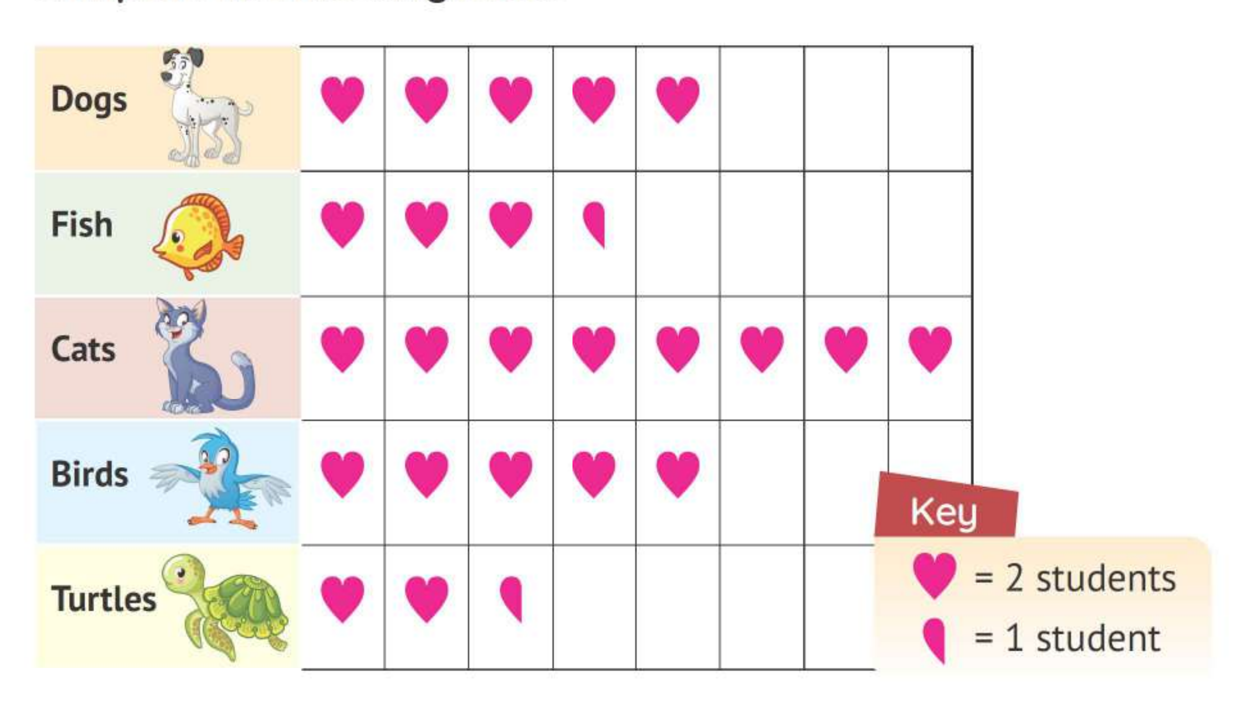
11 – 4 = 7

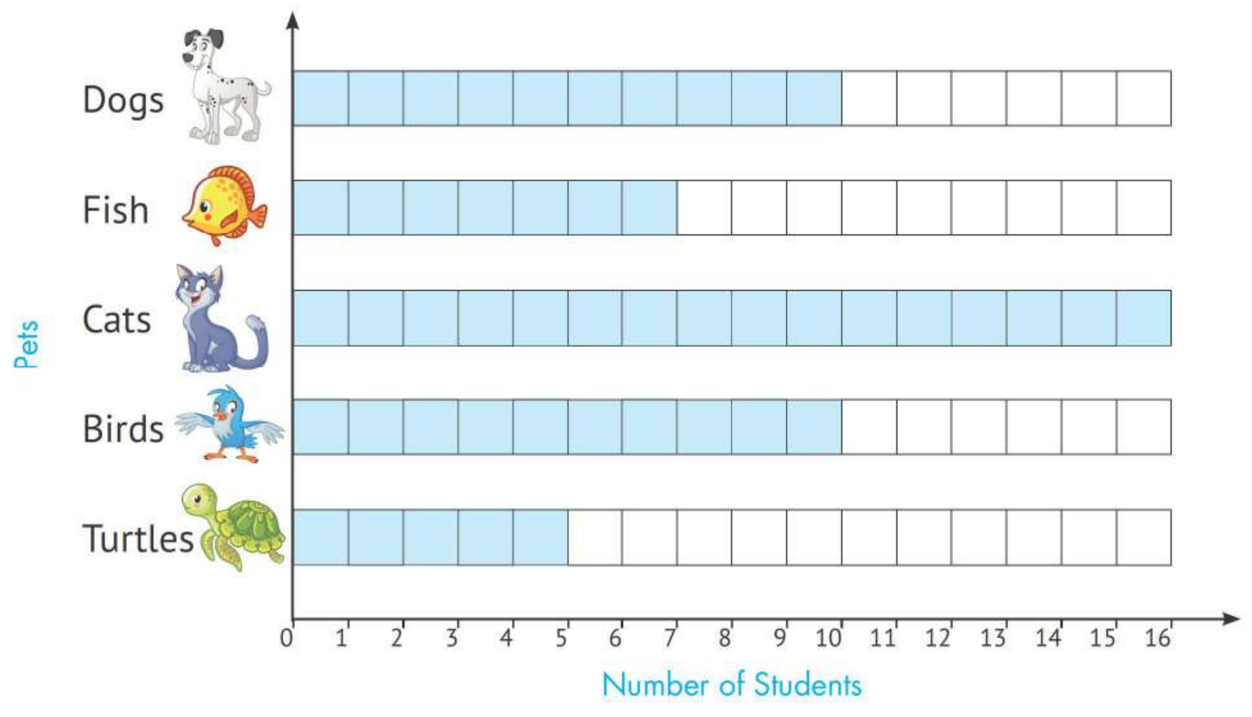
ⓑ What is the total number of watches that Ahmed and Eyad have?

2 + 8 = 10

ⓒ Who has the greatest number of watches? Aliaa

4 **Convert the same data from the pictograph into a bar graph, then complete the following table:**





Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

First: Use the bar graph and complete using (< , = or >):

a. Number of students who liked dogs = Number of students who liked birds

b. Number of students who liked fish > Number of students who liked turtles

c. Number of students who liked cats > Number of students who liked dogs

d. Number of students who liked birds > Number of students who liked fish

Second: Answer the following questions:

a. How many students liked fish? .... 7 ....

b. How many students liked birds? .... 10 ....

c. How many more students liked cats than birds? .... 16 – 10 = 6 ....

d. How many more students liked birds than turtles? .... 10 – 5 = 5 ....

e. How many students all together liked dogs, fish and cats? 10 + 7 + 16 = 33

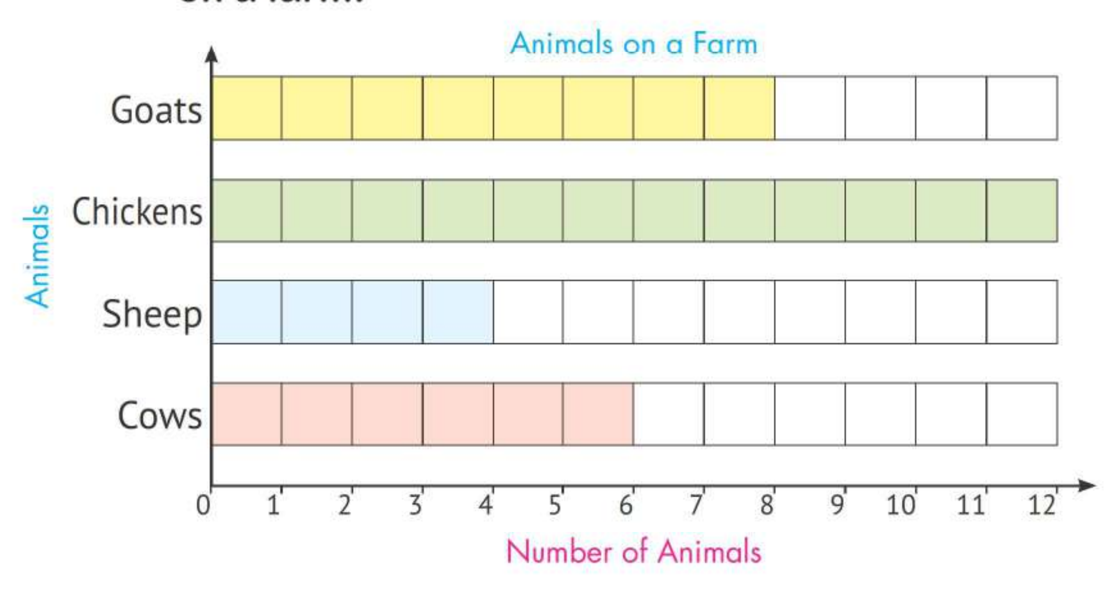
f. How many students all together liked cats, birds and turtles? 16 + 10 + 5 = 31

g. Which pet is liked the most? .... Cats ....

h. Which pet is liked the least? .... Turtles ....

Assessment on Chapter 1

First: **The following bar graph shows the number of animals on a farm:**



1 Complete the following table:

Animal	Cows	Sheep	Chickens	Goats
Number of Animals	6	4	12	8

2 Answer the following questions:

a) How many cows are there on the farm?

6

b) What is the total number of goats and chickens together?

8 + 12 = 20

c) Which animal is found the most on the farm?

Chickens

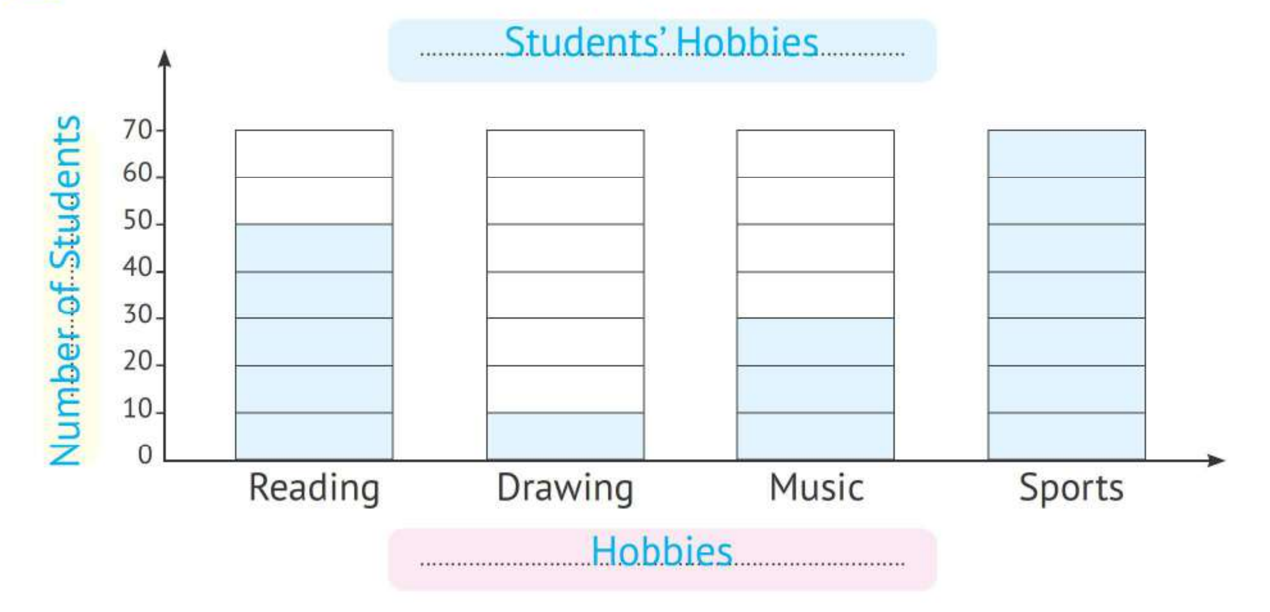
d) Which animal is found the least on the farm?

Sheep

Second: The following table shows the hobbies of some students:

Hobby	Reading	Drawing	Music	Sports
Number of Students	50	10	30	70

Complete the following bar graph:



Third: The following pictograph shows the favorite seasons of the year for a number of children:

Summer

Spring

Fall

Winter

Key
= 2 children
= 1 child

Complete the following table:

Season	Summer	Spring	Fall	Winter
Number of Children	8	4	7	12

Chapter 2

1+5=?

Chapter Lessons

Adding Doubles – Adding and Subtracting by Counting

Outcomes:

- Participating in Calendar Math Activities.
- Applying the mental math strategy of adding doubles.
- Solving addition problems.
- Applying the mental math strategy of counting on from the bigger number to add.
- Applying the mental math strategy of counting on from the smaller number to subtract.
- Solving addition and subtraction problems.

Adding or Subtracting the Number 10 – Adding and Subtracting by Making Tens

Outcomes:

- Participating in Calendar Math Activities.
- Applying the mental math strategy of adding or subtracting 10.
- Solving addition and subtraction problems.
- Applying the mental math strategy of making tens to add or subtract.

Story Problems on Adding and Subtracting

Outcomes:

- Participating in Calendar Math Activities.
- Applying mental math strategies to solve addition story problems.
- Applying mental math strategies to solve subtraction story problems.

Mental Applications on Adding and Subtracting – Adding Using the 120 Chart

Outcomes:

- Participating in Calendar Math Activities.
- Solving addition problems to find a missing addend.
- Applying mental math strategies to solve addition problems.
- Solving subtraction problems to find a missing subtrahend.
- Applying mental math strategies to solve subtraction problems.
- Solving problems to find a missing addend or subtrahend.
- Applying mental math strategies to solve addition and subtraction problems.
- Applying mental math strategies to add 1- and 2-digit numbers.

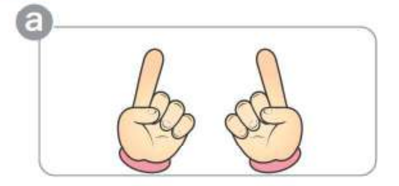
Adding Doubles – Adding and Subtracting by Counting الجمع بالمضاعفة – الجمع والطرح بالعد

Adding Doubles

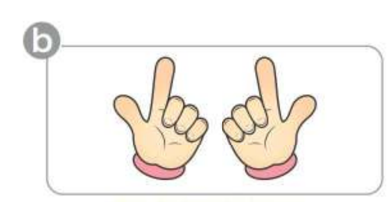
Learn If the number is added to itself, the result is double the number.

الجمع بالمضاعفة: إذا أضيف العدد إلى نفسه فإن الناتج يسمى ضعف العدد.

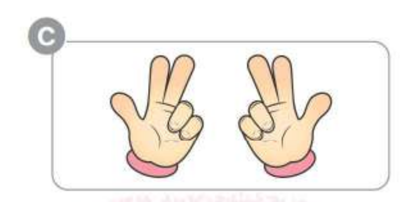
Ex.

a 

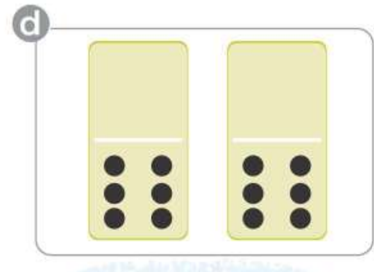
1 + 1 = 2

b 

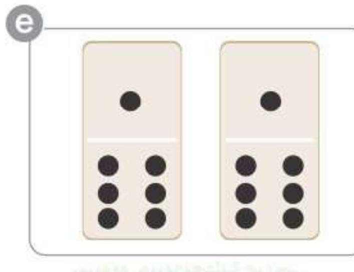
2 + 2 = 4

c 

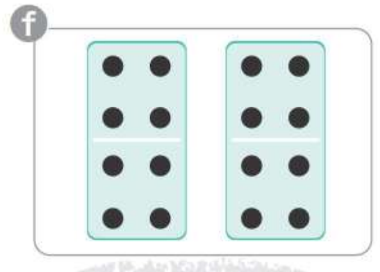
3 + 3 = 6

d 

6 + 6 = 12

e 

7 + 7 = 14

f 

8 + 8 = 16

Activity 1 Find the result:

a 10 + 10 = 20

b 7 + 7 = 14

c 8 + 8 = 16

d 9 + 9 = 18

e 4 + 4 = 8

f 1 + 1 = 2

Mental math		الرياضيات الذهنية	Doubles	المضاعفات
Counting on العدّ	Bigger	أكبر	Smaller	أصغر

Doubles Strategy for Addition

إستراتيجية الجمع بالمضاعفة

Steps to Add by Doubles

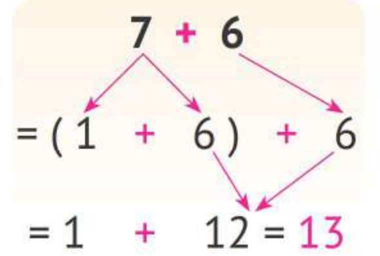
① Determine the smallest number.

② Double the smallest number (from the largest number).

③ Add the remainder of the larger number to the result.

Ex. Add: (7 + 6)

- The smallest number is 6.
- The double of the smallest number is (6 + 6 = 12).
- 1 remains from the largest number because (6 + 1 = 7)
- **The result:** 7 + 6 = (1 + 6) + 6 = 1 + 12 = **13**



Ex. Add: (10 + 11)

10 + 11 = 10 + (10 + 1)

= 20 + 1 = **21**

Activity 2

Use the Doubles Strategy to add (as in the example):

Ex. 8 + 7 = 1 + 7 + 7 = 1 + 14 = 15

ⓐ 8 + 9 = 8 + (...8... + ...1...) = ..16.. + 1 = ...17......

ⓑ 5 + 6 = 5 + (5 + ...1...) = 10 + ...1... = ...11......

ⓒ 10 + 9 = ...1... + ...9... + ...9... = ...1... + ..18.. = ...19...

ⓓ 7 + 6 = ...1... + ...6... + ...6... = ...1... + ..12.. = ...13...

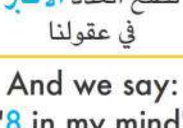
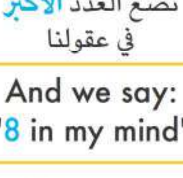
ⓔ 5 + 4 = ...1 + 4 + 4 = 1 + 8 = 9......

Using Counting On From the Bigger Number Mental Math Strategy to Add

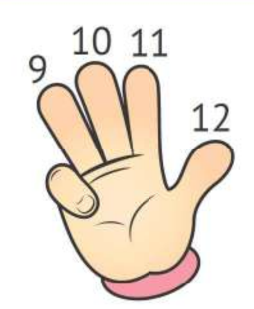
إستراتيجية العد من العدد الأكبر للجمع

Ex. Add: (8 + 4)

Step 1
We put the largest number in our minds.
نضع العدد الأكبر في عقولنا
And we say: "8 in my mind"

Step 2
We represent the smaller number using our fingers.
نعد العدد الأصغر باستخدام الأصابع
And we say: "4 on my hand"



Step 3
We count on our fingers after the number in our minds.
نعد على الأصابع بعد الرقم الموجود في عقولنا
And we say: "After 8: 9, 10, 11, 12"

So, 8 + 4 = 12

- Make sure that the child speaks during the solution as shown.

Activity 3

Add using the Counting On Strategy:

a) 5 + 9 = 14
b) 7 + 8 = 15
c) 6 + 8 = 14
d) 7 + 6 = 13
e) 5 + 7 = 12
f) 6 + 7 = 13

g) 5 + 8 = 13
h) 7 + 4 = 11
i) 8 + 9 = 17
j) 4 + 6 = 10

Using Counting On From the Smaller Number Mental Math Strategy to Subtract

إستراتيجية العد من العدد الأصغر للطرح

Ex. Subtract: (12 – 8)

Step 1

We put the smallest number in our minds.

نضع العدد الأصغر في العقل

And we say: "8 in my mind"

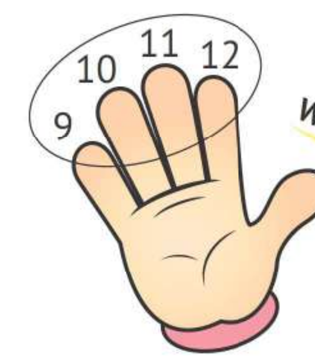
Step 2

We count on our fingers after the number in our minds until we get to the largest number.

نقوم بالعد على أصابعنا بعد الرقم 8 حتى نصل إلى العدد الأكبر 12

And we say: "After 8: 9, 10, 11, 12"

So, 12 – 8 = 4



We used 4 fingers

Important Notes:

- Make sure that the child speaks during the solution as shown.

Activity 4

Subtract using the Counting On strategy:

ⓐ 15 – 9 = 6

ⓑ 16 – 8 = 8

ⓒ 16 – 7 = 9

ⓓ 18 – 9 = 9

ⓔ 15 – 7 = 8

ⓕ 14 – 7 = 7

ⓖ 13 – 8 = 5

ⓗ 12 – 4 = 8

ⓘ 10 – 9 = 1

ⓙ 11 – 6 = 5

HOME ACTIVITIES

1 Use the Doubles Addition strategy to find:

a) 1 + 1 = 2

b) 2 + 2 = 4

c) 3 + 3 = 6

d) 4 + 4 = 8

e) 5 + 5 = 10

f) 6 + 6 = 12

g) 7 + 7 = 14

h) 8 + 8 = 16

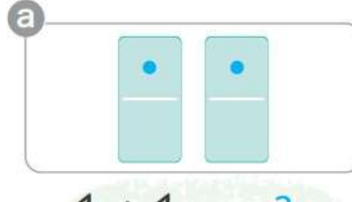
i) 9 + 9 = 18

j) 10 + 10 = 20

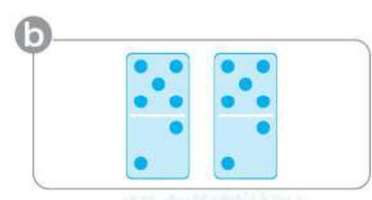
2 Draw and add as in the example:

Ex. 3 + 3 = 6

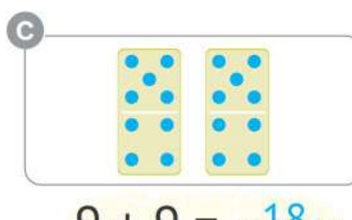
a) 1 + 1 = 2



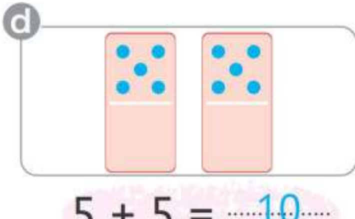
b) 7 + 7 = 14



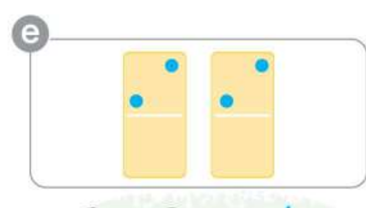
c) 9 + 9 = 18



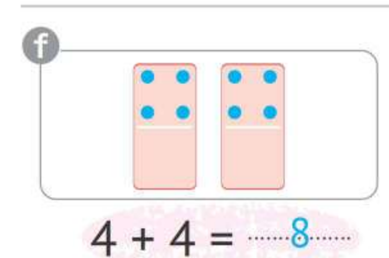
d) 5 + 5 = 10



e) 2 + 2 = 4



f) 4 + 4 = 8



g) 6 + 6 = 12

h) 8 + 8 = 16

3 Use the Doubles Addition strategy to find (as in the example):

Ex. 8 + 9 = 8 + 8 + 1 = 16 + 1 = 17

a) 7 + 8 = 7 + (7 + 1) = 14 + 1 = 15

b) 5 + 4 = (1 + 4) + 4 = 1 + 8 = 9

c) 10 + 9 = (1 + 9) + 9 = 1 + 18 = 19

d) 4 + 3 = 1 + 3 + 3 = 1 + 6 = 7

e) 2 + 3 = 2 + 2 + 1 = 4 + 1 = 5

f) 6 + 5 = 1 + 5 + 5 = 1 + 10 = 11

g) 6 + 7 = 6 + 6 + 1 = 12 + 1 = 13

h) 8 + 9 = 8 + 8 + 1 = 16 + 1 = 17

i) 10 + 11 = 10 + 10 + 1 = 20 + 1 = 21

4 Add using the Counting On strategy:

a) 8 + 6 = 14

b) 5 + 9 = 14

c) 9 + 4 = 13

d) 7 + 6 = 13

e) 10 + 5 = 15

f) 6 + 7 = 13

g) 5 + 7 = 12

h) 4 + 8 = 12

i) 9 + 3 = 12

j) 7 + 7 = 14

k) 3 + 7 = 10

l) 2 + 9 = 11

5 Add using the Counting On strategy:

	a	b	c	d	e	f	g	h
	7	9	8	6	1	8	7	10
+	9	1	5	5	11	9	3	5
=	16	10	13	11	12	17	10	15

6 Subtract using the Counting On strategy:

a) 9 – 6 = 3
b) 8 – 6 = 2
c) 15 – 9 = 6
d) 14 – 6 = 8
e) 12 – 5 = 7
f) 16 – 9 = 7
g) 11 – 7 = 4
h) 13 – 5 = 8
i) 13 – 6 = 7
j) 11 – 6 = 5

7 Subtract using the Counting On strategy:

	a	b	c	d	e	f	g	h
	17	16	11	13	12	10	18	12
–	8	5	4	5	7	8	9	0
=	9	11	7	8	5	2	9	12

8 **Match:**

a	5 + 6	3 + 3 + 1	1
b	3 + 4	5 + 5 + 1	2
c	9 + 8	4 + 4 + 1	3
d	6 + 7	1 + 8 + 8	4
e	4 + 5	6 + 6 + 1	5
f	7 + 8	9 + 9 + 1	6
g	9 + 10	7 + 7 + 1	7

(Matched: a – 2, b – 1, c – 4, d – 5, e – 3, f – 7, g – 6)

9 **Complete using ($<$, $=$ or $>$):**

a	6 + 8	$>$	16 – 5	b	12 – 5	$=$	4 + 3
c	5 + 9	$<$	8 + 8	d	13 – 8	$<$	15 – 6
e	6 + 6	$=$	12 – 0	f	10 – 2	$<$	5 + 4
g	7 + 8	$>$	9 – 4	h	12 + 6	$=$	9 + 9
i	5 + 2	$<$	12 – 3	j	10 + 7	$>$	18 – 9

Accumulative Assessment 1 up to Lesson 2

Chapter 2

First: Choose the correct answer:

a) 7 + 7 = ...14........ (77 or 7 or 14)

b) 8 + ...8........ = 16 (8 or 6 or 24)

c) 9 + 9 + 1 = ...9 + 10........ (10 + 10 or 9 + 10 or 9 + 1)

d) 8 + 4 = ...12........ (21 or 12 or 84)

e) 15 − 7 = ...8........ (7 or 22 or 8)

Second: Complete the following:

a) 9 + 9 = ...18........

b) 7 + 8 = 7 + ...7........ + 1

c) 7 + 5 = ...12........

d) 8 + 9 = ...17........

e) ....6........ + 6 = 12

Third: Answer the following:

a) Arrange the following numbers in an ascending order:

18 , 25 , 81 , 52 , 50

- ....18........ , ...25........ , ...50........ , ...52........ , ...81........

b) Find the result:

1) 8 + 4 = ...12........

2) 15 − 6 = ...11........

3)

$$\begin{array}{r} 7 \\ + \ 5 \\ \hline 12 \end{array}$$

4)

$$\begin{array}{r} 13 \\ - \ 9 \\ \hline 4 \end{array}$$

Adding or Subtracting the Number 10
Adding and Subtracting by Making Tens
جمع أو طرح العدد 10 - الجمع والطرح بتكوين عشرات

Ex.

45 + 10 = 55

53	54	55	56	57
43	44	45	46	47
33	34	35	36	37

45 - 10 = 35

53	54	55	56	57
43	44	45	46	47
33	34	35	36	37

120 Chart

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Add Tens

Subtract Tens

Subtract Ones

Add Ones

- We can use the 120 Chart to add 10 by moving one step up and subtract 10 by moving one step down.
- يمكنك استخدام مخطط 120 في: إضافة العدد 10 عن طريق التحرك خطوة واحدة للأعلى، وطرح العدد 10 عن طريق التحرك خطوة واحدة للأسفل.
- When adding 10 in the Tens place, it increases by 1 and the Ones digit remains unchanged.
- عند إضافة العدد 10 لفئة العشرات تزيد خانة العشرات بمقدار 1 وتبقى خانة الآحاد دون تغيير.
- When subtracting 10 from the Tens place, it decreases by 1 and the Ones digit remains unchanged.
- عند طرح العدد 10 من فئة العشرات تقل خانة العشرات 1 وتبقى خانة الآحاد دون تغيير.

120 Chart	مخطط 120	Components	مكونات	Making 10	تكوين عشرات

Use the 120 Chart to find:

(a) 25 + 10 = 35

(b) 36 – 10 = 26

(c) 75 + 10 = 85

(d) 49 – 10 = 39

(e) 62 + 10 = 72

(f) 50 – 10 = 40

(g) 15 + 10 = 25

(h) 21 – 10 = 11

(i) 89 + 10 = 99

(j) 93 – 10 = 83

(k) 62 + 10 = 72

(l) 42 – 10 = 32

(m) 72 + 10 = 82

(n) 11 – 10 = 1

(o) 69 + 10 = 79

(p) 38 – 10 = 28

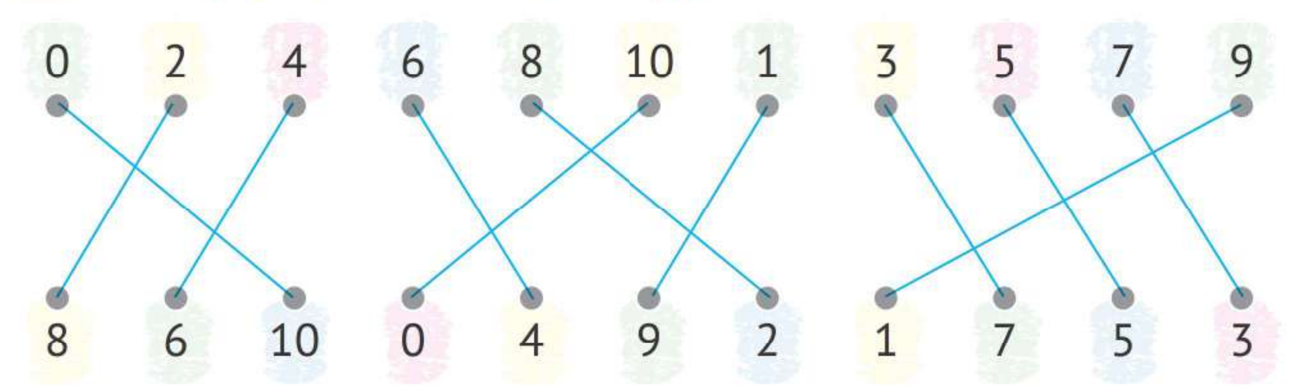
Components of 10

0 + 10	1 + 9	2 + 8	3 + 7
10	10	10	10

4 + 6	5 + 5	6 + 4	7 + 3
10	10	10	10

8 + 2	9 + 1	10 + 0
10	10	10

Activity 2 Match to make 10:



Activity 3 Complete:

a) 0 + ...10.... = 10
b) 3 + ...7.... = 10
c) ....5.... + 5 = 10
d) ....2.... + 8 = 10
e) 9 + ...1.... = 10
f) ....6.... + 4 = 10

Making a 10 Addition Strategy

Learn

إستراتيجية الجمع بتكوين عشرات

When adding two numbers, the smaller number can be divided into two numbers, one of them completes the larger number to 10, then completes the addition process.

عند جمع عددين يمكن تحليل العدد الأصغر إلى عددين أحدهما يُكمل العدد الأكبر إلى 10 ثم استكمال عملية الجمع.

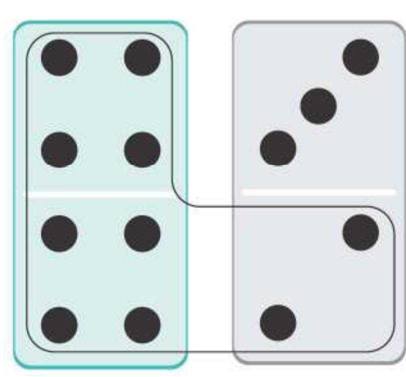
Ex. Add: (7 + 4) = ...

- Decompose 4 into 3 + 1
- Add: 7 + 3 = 10
- Add: 10 + 1 = 11

7 + 4
= 7 + 3 + 1
= 10 + 1 = 11

Ex.

Add: (8 + 5)



8 + 5

= 8 + 2 + 3

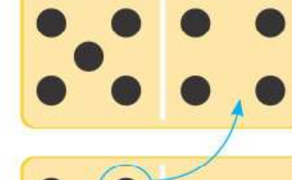
= 10 + 3 = 13

Activity 4

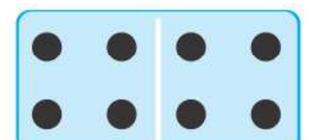
Make a ten to add (as in the example):

Ex.

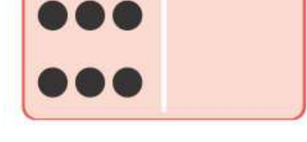
9 + 5 = 14

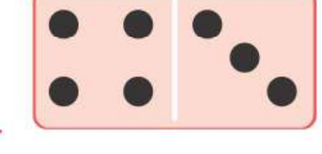


ⓐ 8 + 7 = 15

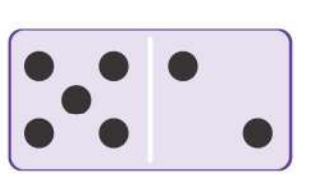


ⓑ 6 + 7 = 13





ⓒ 7 + 4 = 11



Activity 5

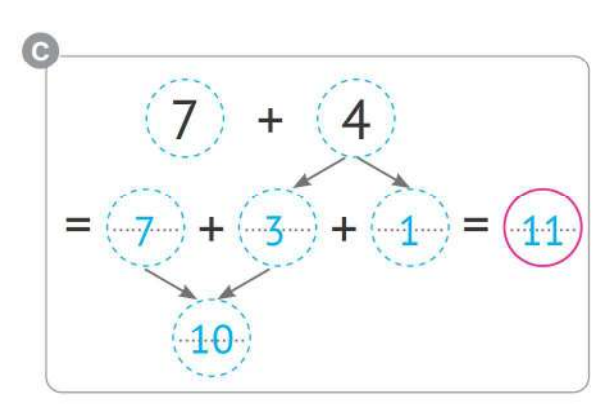
Make a **ten** to add (as in the example):

Ex.
8 + 6
= 8 + 2 + 4 = 14
10

a
9 + 4
= 9 + 1 + 3 = 13
10

b
6 + 6
= 6 + 4 + 2 = 12
10

c



7 + 4
= 7 + 3 + 1 = 11
10

d
6 + 5 = 11
4 + 1
10 + 1 = 11

e
7 + 6 = 13
3 + 3
10 + 3 = 13

f
9 + 2 = 11
1 + 1
10 + 1 = 11

g
8 + 7 = 15
2 + 5
10 + 5 = 15

Making a 10 Subtraction Strategy

Learn

إستراتيجية الطرح بتكوين عشرات

- Leave the largest number as it is and divide the smaller number, so that we get 10 from subtracting the largest number and part of the smaller number. Then continue the solution.
  - نترك العدد الأكبر كما هو ونقسِّم العدد الأصغر بحيث نحصل على 10 من طرح العدد الأكبر وجزء من العدد الأصغر ثم نواصل الحل.
- For example, to subtract 15 – 7, we leave the 15 as it is and divide the 7 into 5 and 2 in order to be able to subtract 15 – 5 = 10, then continue 10 – 2 = 8. Thus, 15 – 7 = 8.

Ex. Subtract: (15 – 7)

15 – 7

= 15 – 5 – 2

= 10 – 2 = 8

So, 15 – 7 = 8

Ex. Subtract: (12 – 5)

12 – 5

= 12 – 2 – 3

= 10 – 3 = 7

So, 12 – 5 = 7

Activity 6 Make a ten to subtract (as in the example):

Ex.

13 – 5 = 8

3 + 2

10 – 2 = 8

a

12 – 8 = 4

2 + 6

10 – 6 = 4

b

17 – 9 = 8

7 + 2

10 – 2 = 8

c

11 – 4 = 7

1 + 3

10 – 3 = 7

HOME ACTIVITIES

1 Use the 120 Chart to find:

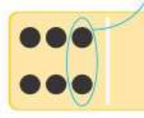
1. 15 + 10 = 25
2. 15 – 10 = 5
3. 24 + 10 = 34
4. 24 – 10 = 14
5. 33 + 10 = 43
6. 33 – 10 = 23
7. 41 + 10 = 51
8. 41 – 10 = 31
9. 50 + 10 = 60
10. 50 – 10 = 40
11. 69 + 10 = 79
12. 69 – 10 = 59
13. 78 + 10 = 88
14. 78 – 10 = 68
15. 87 + 10 = 97
16. 87 – 10 = 77
17. 18 + 10 = 28
18. 20 – 10 = 10
19. 39 + 10 = 49
20. 47 – 10 = 37
21. 56 + 10 = 66
22. 69 – 10 = 59
23. 72 + 10 = 82
24. 81 – 10 = 71
25. 12 + 10 = 22
26. 29 – 10 = 19
27. 31 + 10 = 41
28. 45 – 10 = 35

2 Complete:

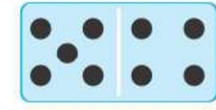
a 1 + 9 = 10	b 6 + 4 = 10	c 3 + 7 = 10
d 5 + 5 = 10	e 2 + 8 = 10	f 7 + 3 = 10
g 4 + 6 = 10	h 0 + 10 = 10	i 8 + 2 = 10
j 5 + 5 = 10	k 9 + 1 = 10	l 10 + 0 = 10
m 1 + 9 = 10	n 8 + 2 = 10	o 2 + 8 = 10
p 9 + 1 = 10	q 3 + 7 = 10	r 10 + 0 = 10
s 7 + 3 = 10	t 4 + 6 = 10	u 6 + 4 = 10
v 1 + 9 = 10	w 5 + 5 = 10	x 0 + 10 = 10

3 Make a ten to add (as in the example):

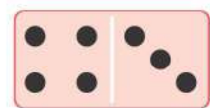
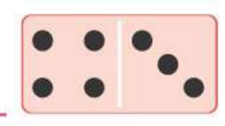
Ex. 8 + 6 = 14



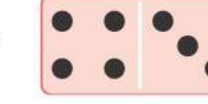
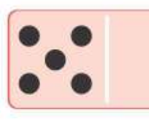
a 9 + 5 = 14



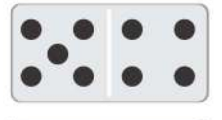
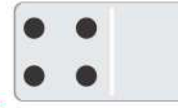
b 7 + 7 = 14

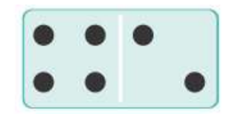
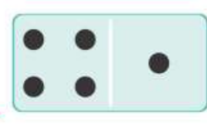
c 7 + 5 = 12

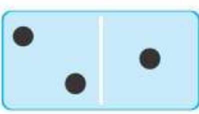
d 9 + 4 = 13

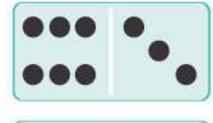
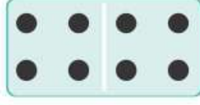
e 6 + 5 = 11

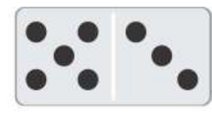
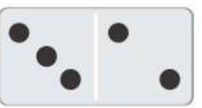
f 7 + 3 = 10



g 9 + 8 = 17

h 8 + 5 = 13

4 Make a ten to add:

a

6 + 5
= 6 + 4 + 1 = 11
10

b

7 + 6
= 7 + 3 + 3 = 13
10

c

8 + 7
= 8 + 2 + 5 = 15
10

d

9 + 8
= 9 + 1 + 7 = 17
10

e

9 + 9
= 9 + 1 + 8 = 18
10

f

8 + 8
= 8 + 2 + 6 = 16
10

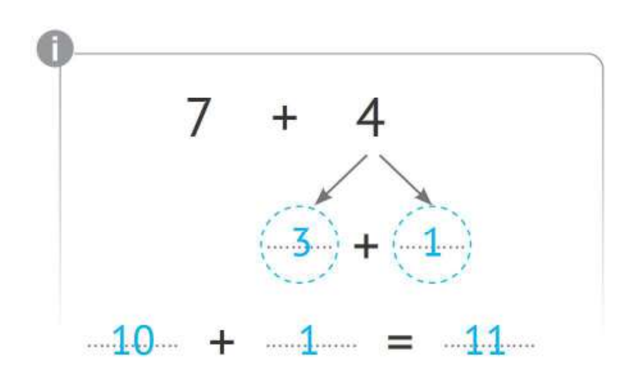
g

7 + 5
= 7 + 3 + 2 = 12
10

h

9 + 2
= 9 + 1 + 1 = 11
10

i

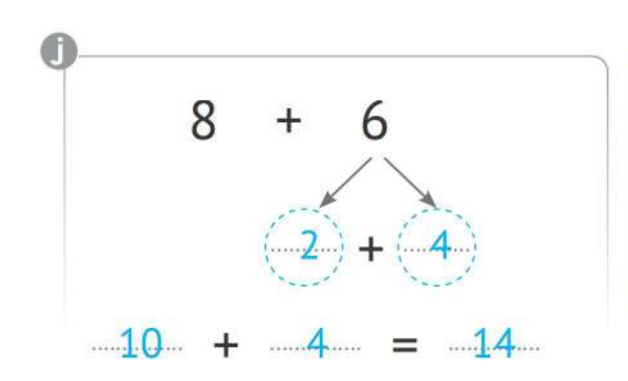


7 + 4

3 + 1

10 + 1 = 11

j

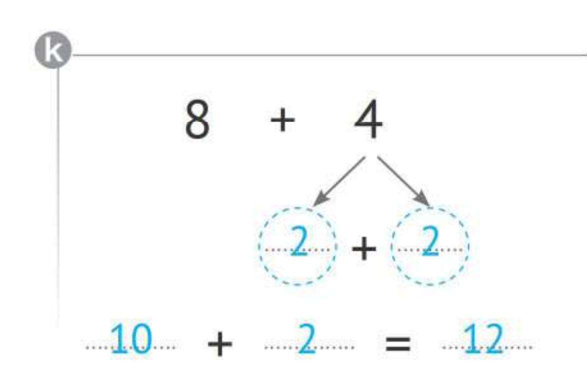


8 + 6

2 + 4

10 + 4 = 14

k

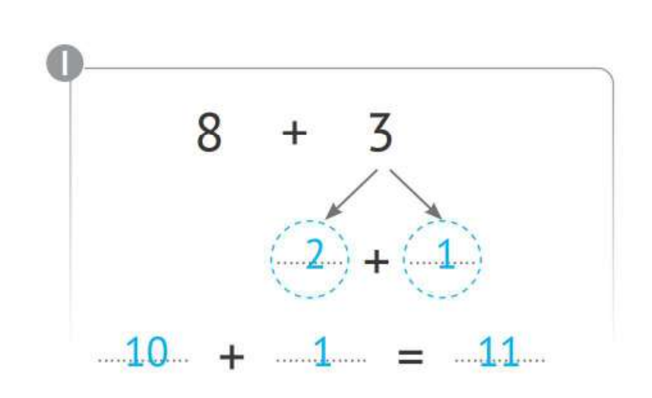


8 + 4

2 + 2

10 + 2 = 12

l

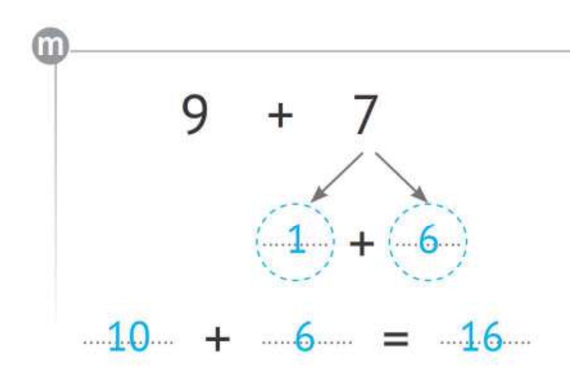


8 + 3

2 + 1

10 + 1 = 11

m

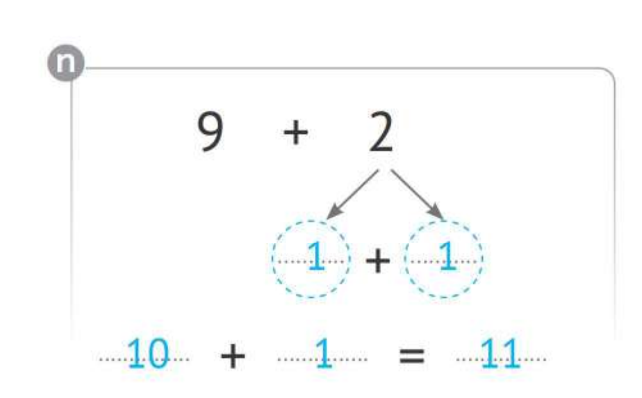


9 + 7

1 + 6

10 + 6 = 16

n



9 + 2

1 + 1

10 + 1 = 11

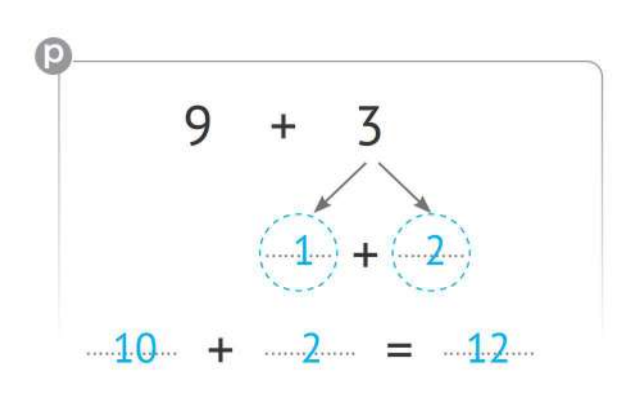
o

9 + 5

1 + 4

10 + 4 = 14

p



9 + 3

1 + 2

10 + 2 = 12

5 Use the mental math strategy Make a Ten to add:

a) 9 + 9 = 9 + 1 + 8 = 10 + 8 = 18

b) 8 + 8 = 8 + 2 + 6 = 10 + 6 = 16

c) 7 + 7 = 7 + 3 + 4 = 10 + 4 = 14

d) 6 + 6 = 6 + 4 + 2 = 10 + 2 = 12

e) 9 + 8 = 9 + 1 + 7 = 10 + 7 = 17

f) 8 + 7 = 8 + 2 + 5 = 10 + 5 = 15

g) 7 + 6 = 7 + 3 + 3 = 10 + 3 = 13

h) 6 + 5 = 6 + 4 + 1 = 10 + 1 = 11

i) 9 + 7 = 9 + 1 + 6 = 10 + 6 = 16

j) 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14

k) 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12

l) 9 + 6 = 9 + 1 + 5 = 10 + 5 = 15

m) 8 + 5 = 8 + 2 + 3 = 10 + 3 = 13

n) 7 + 4 = 7 + 3 + 1 = 10 + 1 = 11

o) 9 + 5 = 9 + 1 + 4 = 10 + 4 = 14

6 Use the mental math strategy **Make a Ten** to subtract:

a) 11 – 9 = 11 - 1 - 8 = 10 - 8 = 2

b) 12 – 8 = 12 - 2 - 6 = 10 - 6 = 4

c) 13 – 7 = 13 - 3 - 4 = 10 - 4 = 6

d) 14 – 6 = 14 - 4 - 2 = 10 - 2 = 8

e) 15 – 5 = 15 - 5 = 10

f) 16 – 9 = 16 - 6 - 3 = 10 - 3 = 7

g) 17 – 8 = 17 - 7 - 1 = 10 - 1 = 9

h) 18 – 9 = 18 - 8 - 1 = 10 - 1 = 9

i) 11 – 8 = 11 - 1 - 7 = 10 - 7 = 3

j) 12 – 7 = 12 - 2 - 5 = 10 - 5 = 5

k) 13 – 6 = 13 - 3 - 3 = 10 - 3 = 7

l) 14 – 5 = 14 - 4 - 1 = 10 - 1 = 9

m) 15 – 6 = 15 - 5 - 1 = 10 - 1 = 9

n) 16 – 8 = 16 - 6 - 2 = 10 - 2 = 8

o) 17 – 9 = 17 - 7 - 2 = 10 - 2 = 8

Accumulative Assessment 2 up to Lesson 4

Chapter 2

First: Choose the correct answer:

a 24 + 10 = ...34...... (34 or 14 or 25)

b 73 + ...10...... = 83 (1 or 10 or 11)

c 6 + 9 = ...15...... (69 or 96 or 15)

d 8 + 7 = ...7...+...7... + 1 (8 + 8 + 1 or 7 + 7 + 1 or 8 + 7 + 1)

e 36 − ......10...... = 26 (1 or 11 or 10)

Second: Complete the following:

a 7 + 5 = ...7...... + ...3...... + 2 = 10 + ...2...... = ...12......

b 45 + 10 = ...55......

c 9 + 8 = 1 + ...8...... + ...8...... = 1 + ...16...... = ...17......

d 67 − 10 = ...57......

e 18 − 9 = 18 − ......8...... − 1 = ...10...... − 1 = ...9......

Third: Answer the following:

a Complete in the same pattern:

1 12 , 14 , 16 , ...18...... , ...20...... , ...22......

2 90 , 80 , 70 , ...60...... , ...50...... , ...40......

b Find the result:

1 75 + 10 = ...85......

2 18 − 10 = ...8......

3

$$\begin{array}{r} 9 \\ +\ 7 \\ \hline 16 \end{array}$$

4

$$\begin{array}{r} 15 \\ -\ 6 \\ \hline 9 \end{array}$$

Story Problems on Adding and Subtracting

مسائل كلامية على الجمع والطرح

Hani collected 6 apples from the garden in the morning and 7 apples in the evening. How many apples did Hani collect?

One of the mental math strategies can be used for addition

Counting On From the Largest Number Strategy

Number of apples
= 6 + 7 = **13 apples**

Doubles Strategy for Addition

Number of apples
= 6 + 7
= 6 + 6 + 1
= 12 + 1 = **13 apples**

Making Tens Addition Strategy

Number of apples
= 7 + 6
= 7 + 3 + 3
= 10 + 3 = **13 apples**

Hussam has 13 sweets, of which he distributed 5 among his friends.
How many sweets are remaining with Hussam?

One of the mental math strategies can be used for subtraction

Counting On From the Smallest Number Strategy

Number of remaining sweets
= 13 – 4
= **9 sweets**

Making Tens Subtraction Strategy

Number of remaining sweets
= 13 – 4
= 13 – 3 – 1
= 10 – 1
= **9 sweets**

How many?	كم عدد؟	Sum	مجموع	Total	مجموع
All together	معًا	Difference	الفرق	Left	الباقي
Remainder	الباقي				

• The following steps can be followed in the solution:

1. **Understand:** What do we want to find? → Circle the questions.
2. **Plan:** What facts do you need? → Underline them.
3. **Solve:** Using one of the methods we learned.
4. **Check:** Does your answer make sense?

• يمكن اتباع الخطوات التالية في الحل:

1. **الفهم:** ما الذي نريد إيجاده؟ ← ثم نضع دائرة حول السؤال.
2. **التخطيط:** ما الحقائق التي تحتاجها؟ ← نضع خطًّا تحت الحقائق.
3. **الحل:** باستخدام إحدى الطرق التي تعلمناها.
4. **المراجعة:** هل الإجابة منطقية؟

Activity

a Miryam saw 8 birds flying in the sky. She also saw 4 birds sitting on a tree. How many birds did Miryam see in all?

8 + 4 = 12

b Mukhtar has 6 jelly beans in a jar. He has another 8 jelly beans in his pocket. How many jelly beans does Mukhtar have in all?

6 + 8 = 14

c Heba had 7 stickers. Her teacher gave her 9 more stickers. How many stickers does Heba have all together?

7 + 9 = 16

d Ahmed gathered 15 rocks at the beach. He tossed 6 rocks into the water. How many rocks does Ahmed have left?

15 – 6 = 9

e Mustafa had 16 candies. He ate 6 candies. How many candies does Mustafa have left?

16 – 6 = 10

f Rashida bought 13 oranges. She gave 3 oranges to her father. How many oranges does she have now?

13 – 3 = 10

HOME ACTIVITIES

1. Lamiaa saw 6 butterflies in the garden. Then she saw 5 more butterflies. How many butterflies did Lamiaa see?

   6 + 5 = 11

2. Hany had 7 colored pencils, his mother gave him another 8 pencils. How many pencils does Hany have now?

   7 + 8 = 15

3. Miryam put 6 balls in one basket and 9 balls in another. How many balls did Miryam put in the baskets all together?

   6 + 9 = 15

4. Hana saw 4 birds on a tree. Then she saw another 8 birds flying. How many birds did Hana see?

   4 + 8 = 12

5. Mariam has 8 books in Arabic and 4 books in English. How many books does Mariam have?

   8 + 4 = 12

6. There are 8 green apples and 3 red apples in a basket. How many apples are there in all?

   8 + 3 = 11

7. There are 2 vases. In each vase there are 8 flowers. How many flowers are there in all?

   8 + 8 = 16

8 Mona had 14 apples, of which she ate 5 apples. How many apples are remaining with her?

14 – 5 = 9

---

9 Ahmed collected 13 stones from the beach. He threw 7 of them into the sea. How many stones are left with him?

8

13 – 7 = 6

---

10 Mustafa had 17 candy pieces. He gave his sister 9 pieces. How many pieces of candy are left with him?

17 – 9 = 8

---

11 Sara had 15 pounds. She bought a pen for 8 pounds. How many pounds are left with Sara?

15 – 8 = 7

---

12 There are 12 cars in the parking lot. If 9 cars go away, how many cars are there in the parking lot now?

12 – 9 = 3

---

13 There are 17 children in a class; 9 of them are girls. How many boys are there in the class?

17 – 9 = 8

---

14 There are 13 birds on a tree. 6 birds flew away. How many birds are there on the tree now?

13 – 6 = 7

Accumulative Assessment 3 up to Lesson 6

Chapter 2

First: Choose the correct answer:

a) 11 + 10 = 20 + 1 (10 + 10 or 20 + 1 or 1 + 1 + 1 + 0)

b) 7 + 7 = 14 (10 or 21 or 7)

c) 9 + 7 = 10 + 6 (10 + 6 or 8 + 7 or 10 + 7)

d) 25 + 10 = 35 (15 or 35 or 26)

e) 12 – 6 = 10 - 4 (6 + 6 or 12 – 4 or 10 – 4)

Second: Complete the following:

a) 10 + 10 = 20

b) 16 – 9 = 16 – 6 – 3 = 10 – 3 = 7

c) 9 + 3 = 12

d) 13 – 7 = 6

e) 26 + 10 = 36

Third: Answer the following:

a) **Find the result:**

1) 7 + 6 = 13

2) 12 – 4 = 8

3)
```
   6
+  9
----
  15
```

4)
```
  11
-  7
----
   4
```

b) One day, Malik read 9 pages of a story, and the next day he read 6 pages. How many pages did he read in the two days?

Number of pages = 9 + 6 = 15 pages

c) Shaimaa had 16 pounds. She bought a book for 9 pounds. How many pounds are left with Shaimaa?

Remaining money = 16 – 9 = 7 pounds

Mental Applications on Adding and Subtracting – Adding Using the 120 Chart

تطبيقات ذهنية على الجمع والطرح – الجمع باستخدام مخطط 120

Finding a Missing Addend

إيجاد العدد المضاف المفقود

Ex.

a) 8 + ... = 15

b) .... + 9 = 12

The Inverse Operation Strategy:

a) 15 – 8 = 7

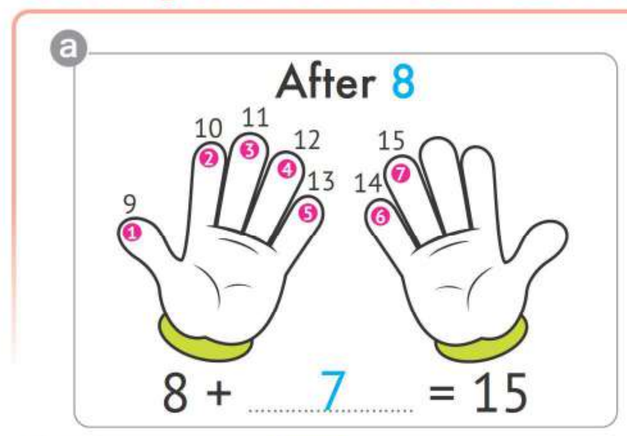
8 + ...7... = 15

b) 12 – 9 = 3

...3... + 9 = 12

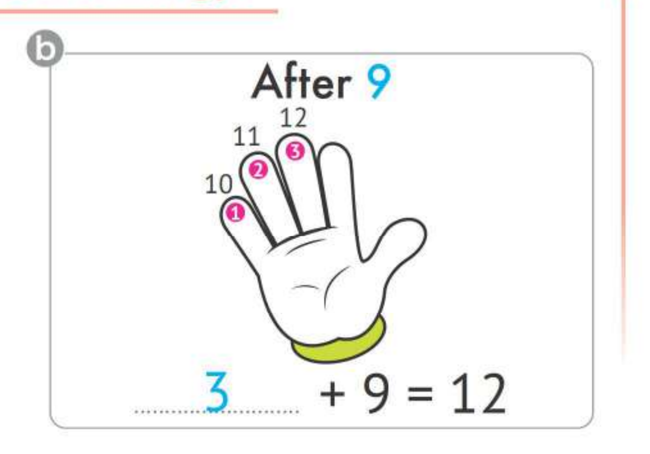
Counting On From the Smaller Number Strategy:

a) After 8



8 + ...7... = 15

b) After 9



...3... + 9 = 12

Activity 1

Find the missing number:

a) 5 + 8 = 13

b) 5 + 6 = 11

c) 5 + 7 = 12

d) 7 + 8 = 15

e) 8 + 9 = 17

f) 8 + 8 = 16

g) 4 + 8 = 12

h) 6 + 7 = 13

Finding a Missing Subtrahend

إيجاد العدد المطروح المفقود

Ex.

a) 11 – .... = 8 b) 15 – .... = 9

First Strategy:

a) 11 – 8 = 3

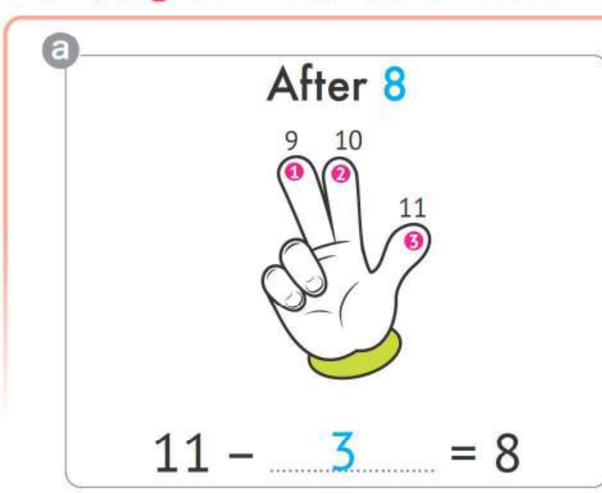
11 – ....3.... = 8

b) 15 – 9 = 6

15 – ....6.... = 9

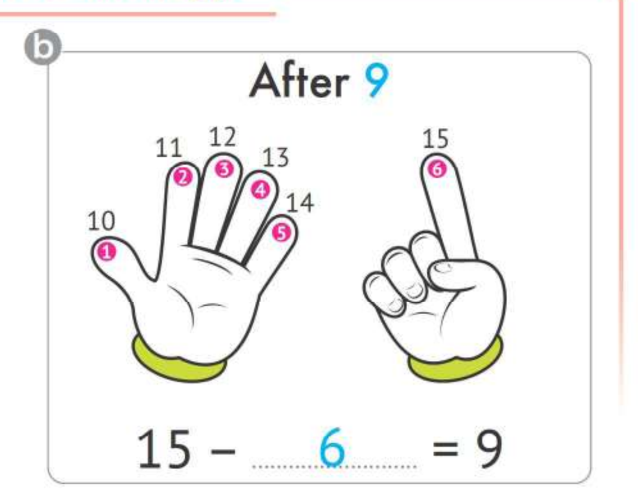
Counting On From the Smaller Number Strategy:

a) After 8



11 – ....3.... = 8

b) After 9



15 – ....6.... = 9

Activity 2 Find the missing number:

a	b	c	d
13	11	12	15
– [8]	– [4]	– [4]	– [9]
5	7	8	6

e) 17 – [9] = 8 f) 16 – [7] = 9 g) 12 – [8] = 4 h) 13 – [8] = 5

Activity 3

a One day, Basma read 8 pages of a story. The next day, she continued reading, and she reached 12 pages.

How many pages did Basma read the next day?

$$8 + \boxed{4} = 12$$

Number of pages = 12 − 8 = 4 pages

---

b Omar saw 3 stars in the sky. After an hour, he saw 13 stars in the sky.

How many stars were added to the sky?

$$3 + \boxed{10} = 13$$

Number of stars = 13 − 3 = 10 stars

---

c A tree had 12 apples on it. Some apples fell from the tree and 5 were left on it. How many apples fell from the tree?

$$12 - \boxed{7} = 5$$

Number of apples = 12 − 5 = 7 apples

---

d Before lunch, Aya had 20 candies. After lunch, Aya had 11 candies left.

How many candies did Aya eat at lunch?

$$20 - \boxed{9} = 11$$

Number of candies = 20 − 11 = 9 candies

HOME ACTIVITIES

1 **Find the missing number:**

a) [5] + 6 = 11

b) [4] + 8 = 12

c) [8] + 5 = 13

d) [8] + 3 = 11

e) 8 + [5] = 13

f) 5 + [9] = 14

g) 7 + [5] = 12

h) 15 − [8] = 7

i) 16 − [8] = 8

j) 17 − [9] = 8

k) 14 − [8] = 6

l) 15 − [9] = 6

m) 13 − [9] = 4

n) 16 − [7] = 9

o) [7] + 8 = 15

p) [8] + 9 = 17

q) 9 + [10] = 19

r) 7 + [9] = 16

s) 9 + [9] = 18

t) 12 − [6] = 6

u) 18 − [10] = 8

v) 16 − [7] = 9

w) 15 − [8] = 7

x) 13 − [8] = 5

2 Answer the following:

ⓐ In the morning, Mohamed saw 9 of his friends at the playground. After an hour, Mohamed noticed that the number of his friends at the playground became 14. How many students arrived during this hour?

$$9 + \boxed{5} = 14$$

Number of students = ...14...... − ......9...... = ...5...... students

---

ⓑ Ahmed planted 8 trees one day. The next day, he planted another group of trees. The number of trees became 15.

How many trees did Ahmed plant on the second day?

$$8 + \boxed{7} = 15$$

Number of trees = ...15...... − ......8...... = ...7...... trees

---

ⓒ Ahmed had 9 pounds. His father gave him a number of pounds. So, the money with Ahmed became 13 pounds.

How many pounds did Ahmed take from his father?

$$9 + \boxed{4} = 13$$

Ahmed took = ...13...... − ......9...... = ...4...... pounds

---

ⓓ Ali had 9 red fish. He added some yellow fish; such that the total number of fish became 16.

Find the number of yellow fish.

$$9 + \boxed{7} = 16$$

Number of yellow fish = ...16...... − ......9...... = ...7...... fish

e Zaher had 17 pounds and he bought a pen. 9 pounds remained with him.

How much is the pen?

17 – [8] = 9

Price of the pen = ...17...... – ......9...... = ...8...... pounds

---

f The number of pages of a story is 20 pages. Adam read a number of pages from it, and the remaining 11 pages were not read.

How many pages did Ahmed read?

20 – [9] = 11

Number of pages = ...20...... – ......11...... = ...9...... pages

---

g There were 15 birds in the sky. Some of them landed on a tree, and 6 birds are still flying in the sky.

How many birds landed on the tree?

15 – [9] = 6

Number of birds = ...15...... – ......6...... = ...9...... birds

---

h There were 14 carrots. Some bunnies ate some of them and 7 carrots are left. How many carrots did the bunnies eat?

14 – [7] = 7

Number of carrots = ...14...... – ......7...... = ...7...... carrots

Accumulative Assessment 4 up to Lesson 10

Chapter 2

First: Choose the correct answer:

a) 8 + ...7.... = 15 — (⃝7 or 8 or 9)

b) 13 − ....7.... = 6 — (5 or 6 or ⃝7)

c) 6 + 6 + 1 = 6 + ...7.... — (6 or 1 or ⃝7)

d) 10 − 3 = 15 − ....8.... — (⃝8 or 9 or 10)

e) 2 + 2 + ...1.... = 5 — (0 or ⃝1 or 2)

Second: Complete the following:

a) ....14.... − 8 = 6

b) 12 − ....7.... = 12 − 2 − 5

c) 6 + 7 = 6 + ...4.... + 3 = ...10.... + 3 = ...13....

d) 6 + 6 = ...12....

e) 20 − 12 = ...8....

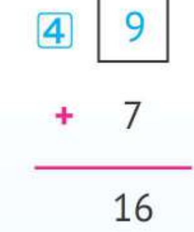
Third: Answer the following:

a) Find the missing number:

1) 15 − [9] = 6

2) 8 + [5] = 13

3) 12 − [7] = 5



4) [9] + 7 = 16

b) Ahmed had 15 LE and he bought a box of juice. 6 LE were left with him. How much is the juice box?

Price of the juice box = ...15.... - ....6.... = ...9.... .

c) Salma had 8 sweets. She took some sweets from her brother Yassin. She has 14 sweets now.

How many sweets did Salma take from her brother?

Number of sweets = ...14.... - ....8.... = ...6.... .

Assessment on Chapter 2

First: **Choose the correct answer:**

a ....9.... + 9 = 18 (8 or 1 or 9)

b 4 + ...4.... + 1 = 4 + 5 (4 or 5 or 1)

c 8 + 7 = ...1.... + 7 + 7 (7 or 8 or 1)

d 8 + 5 = 10 + ...3.... (5 or 8 or 3)

e 10 + ...10.... = 20 (5 or 1 or 10)

Second: **Complete the following:**

a $\boxed{13}$ − 7 = 6

b 9 + $\boxed{7}$ = 16

c [7] + 8 = 15

d 8 + 6 = 8 + ...2.... + ...4.... = 10 + ...4.... = ...14....

e 9 + 8 = 1 + ...8.... + ...8.... = 1 + ...16.... = ...17....

Third: **Answer the following:**

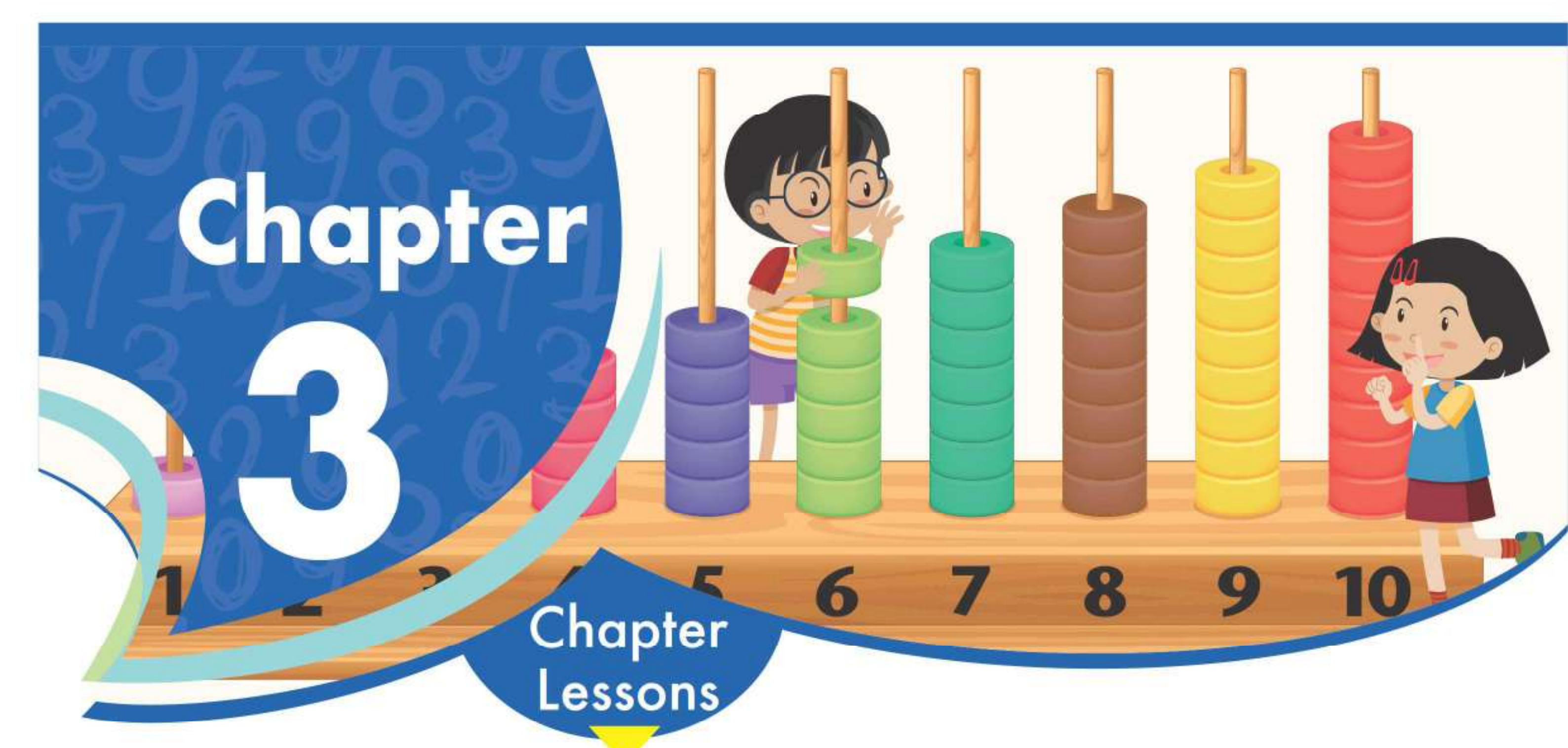
a Hossam had some money. Then he got 6 LE from his father, so he has 15 LE now. How much money was with Hossam?

....15.... - ....6.... = ...9....

b Salma has 8 blue balloons and 6 red balloons.

How many balloons does Salma have?

....8.... + ...6.... = ...14....



3-digit Numbers

Outcomes:

- Participating in Calendar Math Activities.
- Reading and writing 3-digit numbers.
- Representing 3-digit numbers using concrete models.
- Identifying the place value and value of each digit in a 3-digit number.

Writing Numbers in Different Forms (Standard, Expanded and Word Form)

Outcomes:

- Participating in Calendar Math Activities.
- Identifying the place value and value of each digit in a 3-digit number.
- Reading and writing 3-digit numbers in standard and expanded forms.
- Reading and writing numbers: 1 to 9 and multiples of 10 through 90 in word form.
- Converting numbers in expanded forms to standard forms.
- Reading and writing numbers: 1 to 9 in word form.
- Matching the word forms of numbers 11 to 19 to their standard forms.

Comparing Numbers

Outcomes:

- Participating in Calendar Math Activities.
- Using place value to compare two 3-digit numbers.
- Using the symbols (>, =, and <) to express comparisons.
- Using place value to compare two 2-digit and 3-digit numbers.

Ordering Numbers

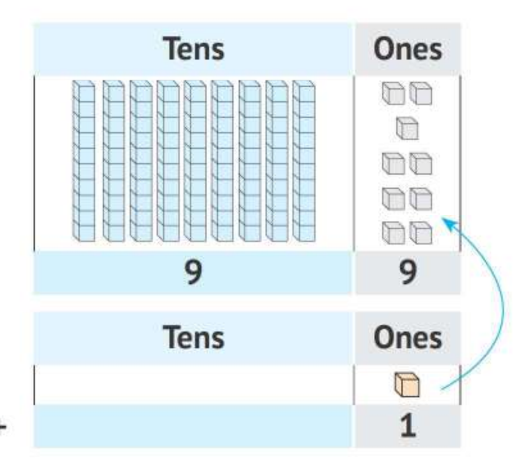
Outcomes:

- Participating in Calendar Math Activities.
- Ordering a set of 5 numbers from the least to the greatest or from the greatest to the least.
- Comparing and ordering numbers in expanded, word, and standard forms.

3-digit Numbers

الأعداد المكونة من 3 أرقام

The greatest 2-digit number is **99.**

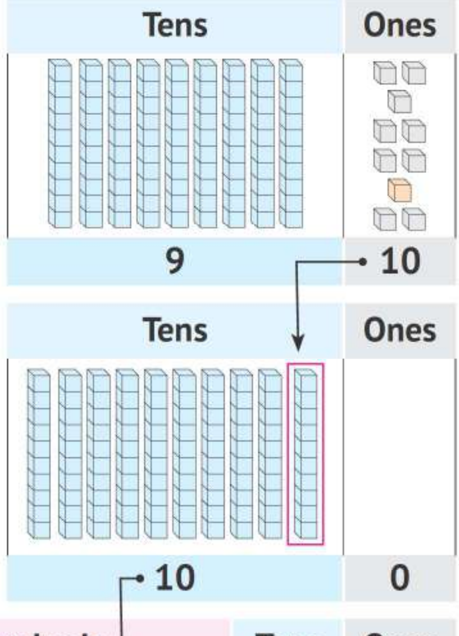


If we add 1 to 99

+

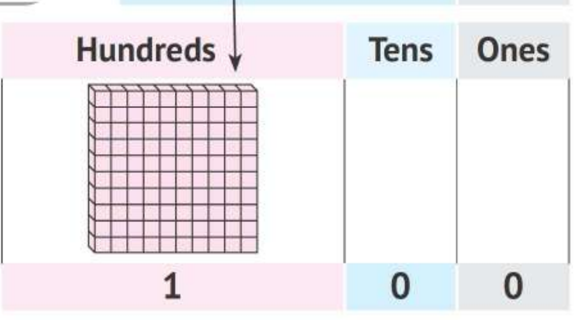
We will get 10 Ones. We cannot have more than 9 in the Ones place. We add them together to become one package in the Tens place.

10 Ones = 1 Ten



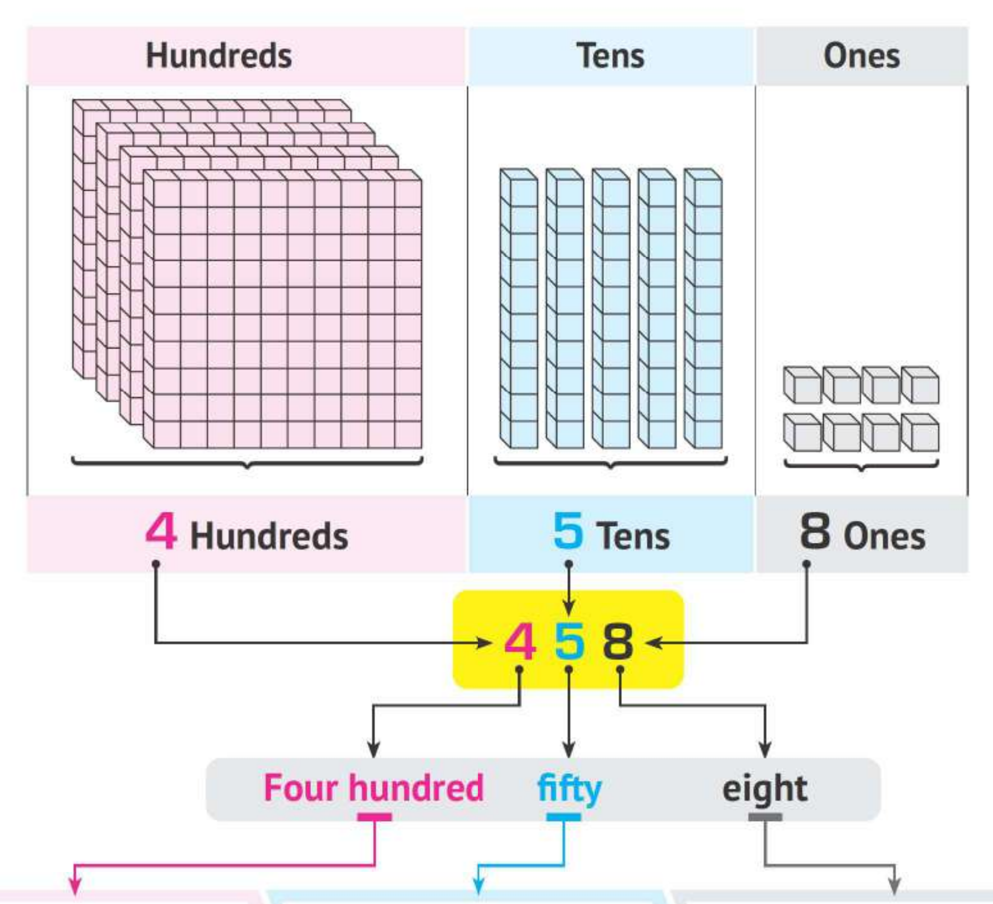
We'll get 10 Tens. We cannot have more than 9 in the Tens place. By adding them together, they become one package in the next box and it is called the Hundreds place.

10 Tens = 100
One hundred



The results is 100 and it is read as "a hundred"

Ones	آحاد	Tens	عشرات	Hundreds	مئات
Place value	القيمة المكانية	Value	القيمة العددية	Abacus	المِعْدَاد

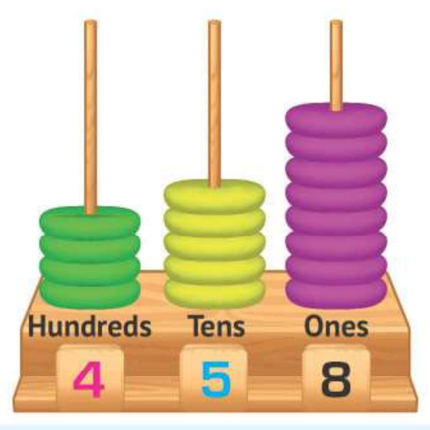


Four hundred fifty eight

The digit 4 is in the **Hundreds** place, so the **place value** of the digit 4 is **Hundreds** and its **value** is **400.**

The digit 5 is in the **Tens** place, so the **place value** of the digit 5 is **Tens** and its **value** is **50.**

The digit 8 is in the **Ones** place, so the **place value** of the digit 8 is **Ones** and its **value** is **8.**

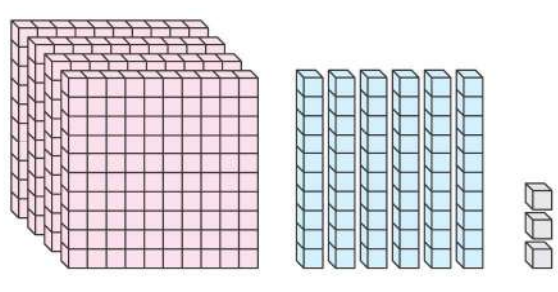


Four hundred fifty-eight

- Help your child remember the place value of 2-digit numbers.

Write the number shown:

ⓐ

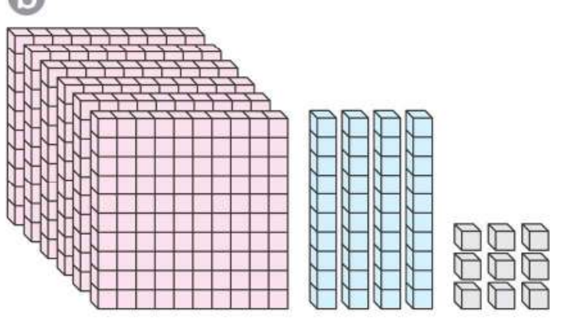


4 Hundreds + 6 Tens + 3 Ones

= 463

= Four hundred sixty-three

ⓑ

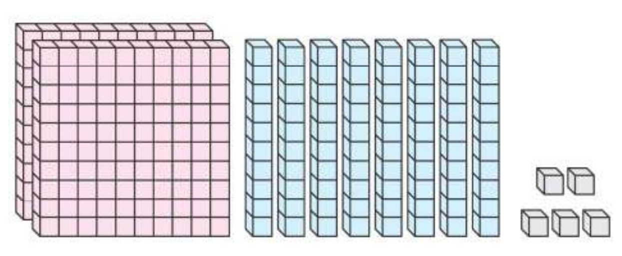


6 Hundreds + 4 Tens + 9 Ones

= 649

= Six hundred forty-nine

ⓒ

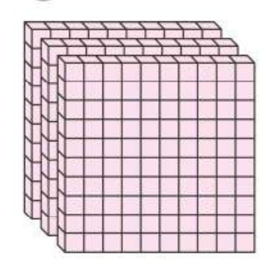


2 Hundreds + 8 Tens + 5 Ones

= 285

= Two hundred eighty-five

ⓓ

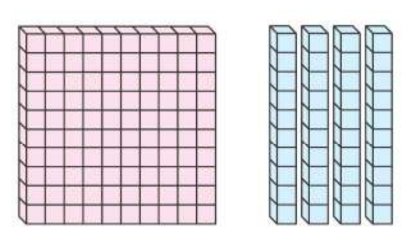


3 Hundreds + 0 Tens + 8 Ones

= 308

= Three hundred eight

ⓔ

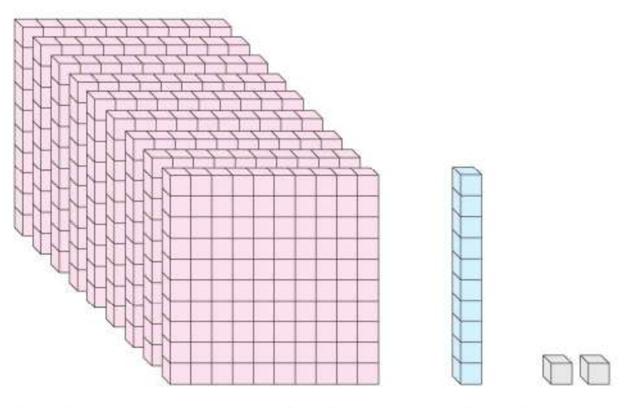


1 Hundreds + 4 Tens + 0 Ones

= 140

= One hundred forty

ⓕ



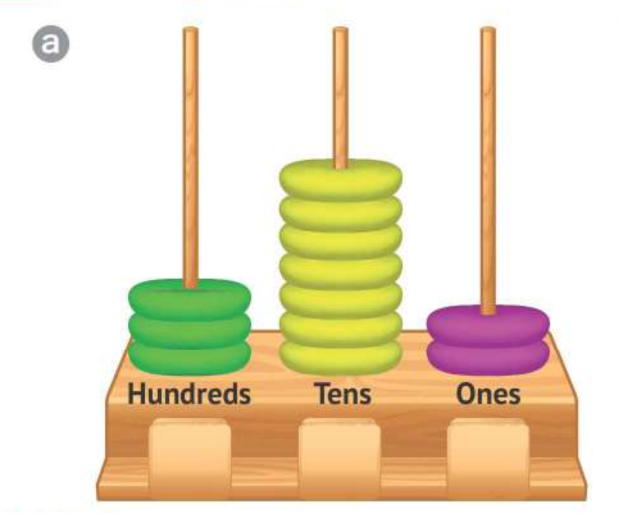
9 Hundreds + 1 Tens + 2 Ones

= 912

= Nine hundred twelve

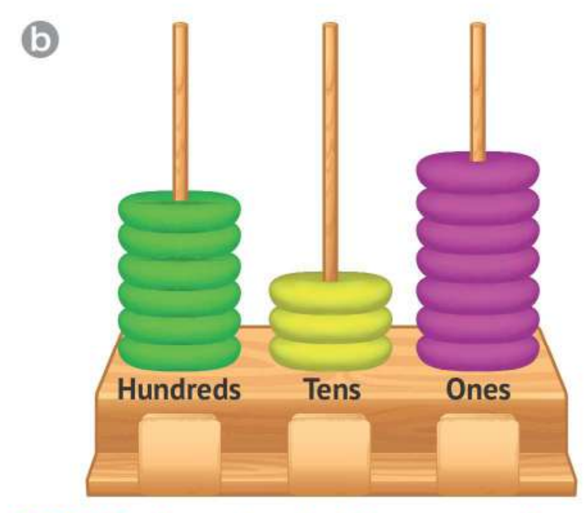
Activity 2 Write the number shown on the abacus:

ⓐ



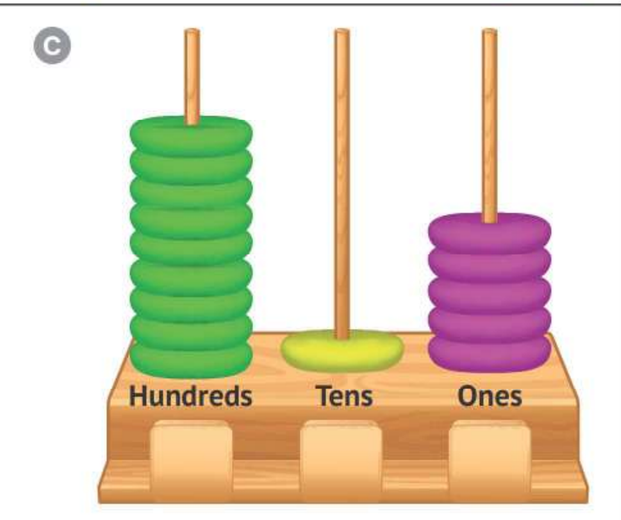
372 (Three hundred seventy-two)

ⓑ



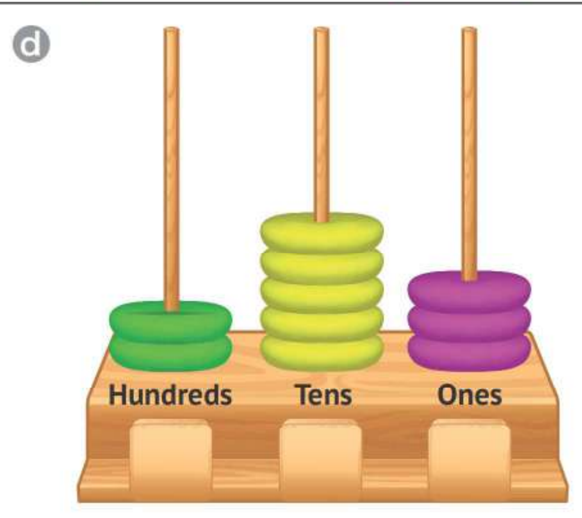
637 (Six hundred thirty-seven)

ⓒ



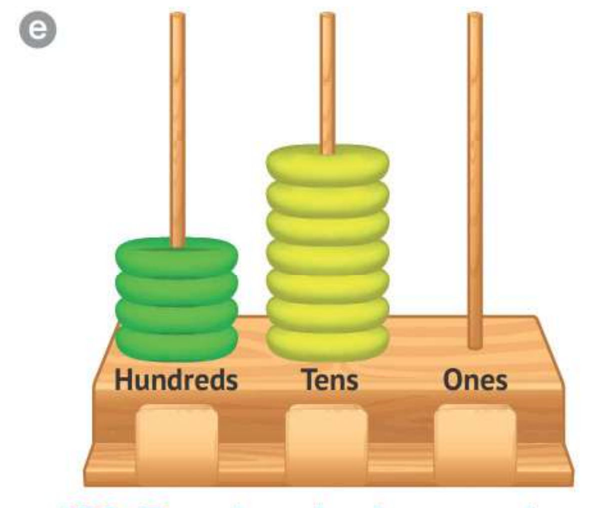
915 (Nine hundred fifteen

ⓓ



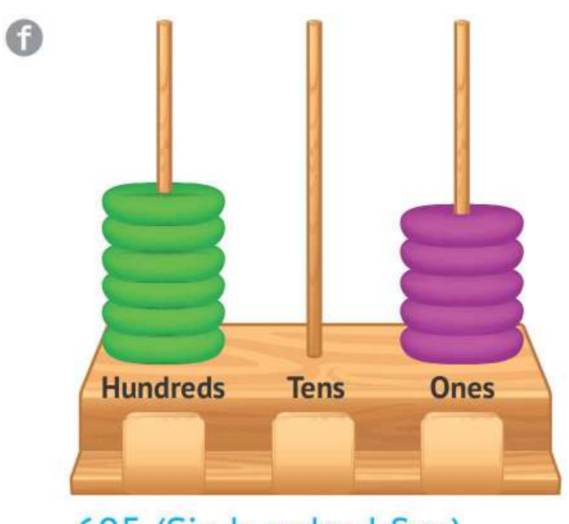
253 (Two hundred fifty-three)

ⓔ



470 (Four hundred seventy)

ⓕ



605 (Six hundred five)

The Place Value

- **The value** of the digit **5** in 358 is **50**.
- **The place value** of the digit **5** in 358 is **Tens**.

Activity 3

Write the place value of the digit 4 in each of the following numbers:

a) 564 : Ones
b) 648 : Tens
c) 485 : Hundreds
d) 749 : Tens
e) 724 : Ones
f) 430 : Hundreds

Activity 4

Write the value of the digit 5 in each of the following numbers:

a) 758 : 50
b) 598 : 500
c) 985 : 5
d) 257 : 50
e) 985 : 5
f) 235 : 5

Write the value and the place value of the encircled digit:

Number	Value	Place Value
a (2)58	200	Hundreds
b 2(8)7	80	Tens
c 23(8)	8	Ones
d (7)2 1	700	Hundreds
e 5(0)2	0	Tens

Circle the value of the underlined digit:

a) 356
(300) , 30 , 3

b) 789
800 , (80) , 8

c) 527
700 , 70 , (7)

d) 963
600 , (60) , 6

e) 593
900 , (90) , 9

f) 127
200 , (20) , 2

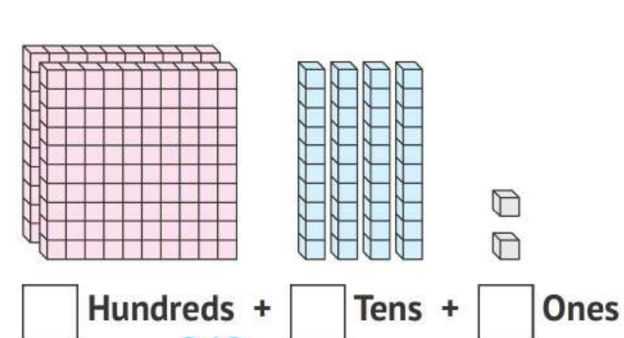
g) 354
400 , 40 , (4)

h) 209
100 , 10 , (0)

HOME ACTIVITIES

1 Write the number shown:

ⓐ



☐ Hundreds + ☐ Tens + ☐ Ones

= 242

= (Two hundred forty-two)

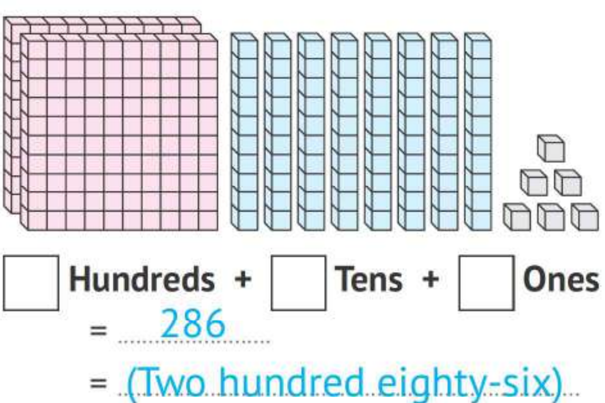
ⓑ

☐ Hundreds + ☐ Tens + ☐ Ones

= 568

= (Five hundred sixty-eight)

ⓒ

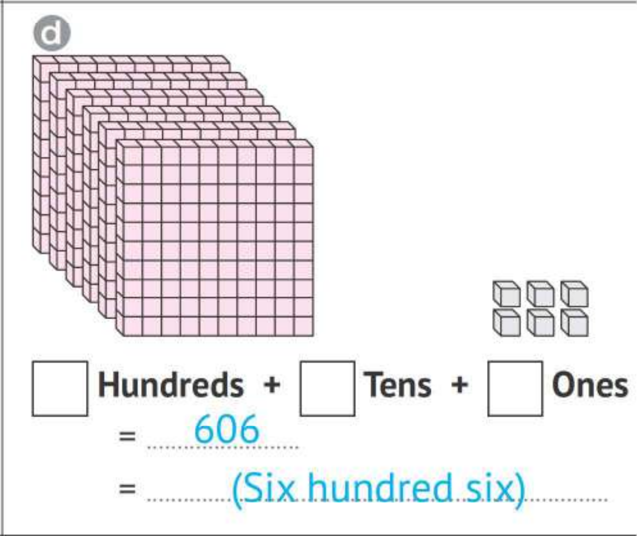


☐ Hundreds + ☐ Tens + ☐ Ones

= 286

= (Two hundred eighty-six)

ⓓ

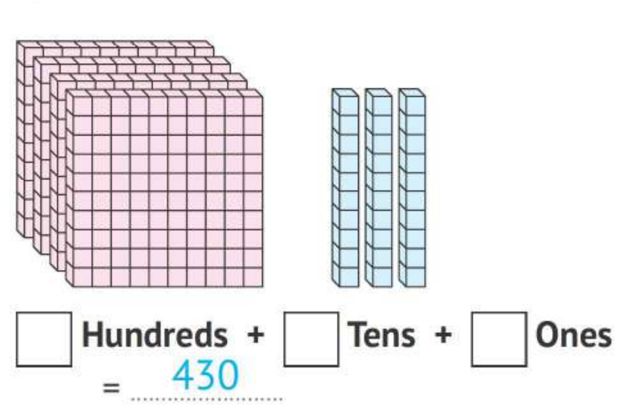


☐ Hundreds + ☐ Tens + ☐ Ones

= 606

= (Six hundred six)

ⓔ

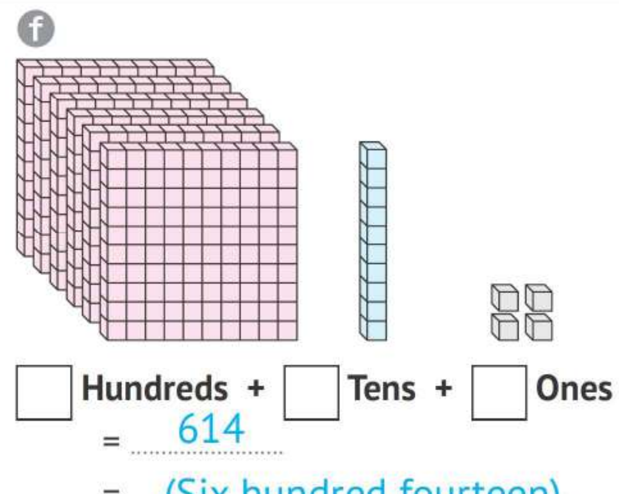


☐ Hundreds + ☐ Tens + ☐ Ones

= 430

= (Four hundred thirty)

ⓕ

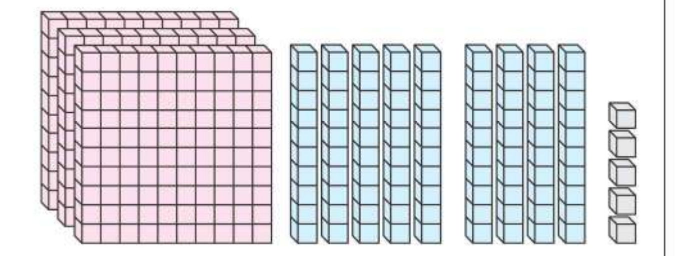


☐ Hundreds + ☐ Tens + ☐ Ones

= 614

= (Six hundred fourteen)

g

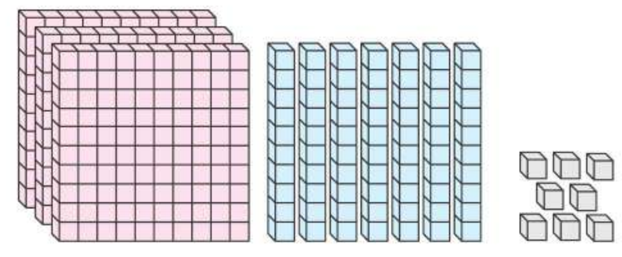


☐ Hundreds + ☐ Tens + ☐ Ones

= 395

= (Three hundred ninety-five)

h

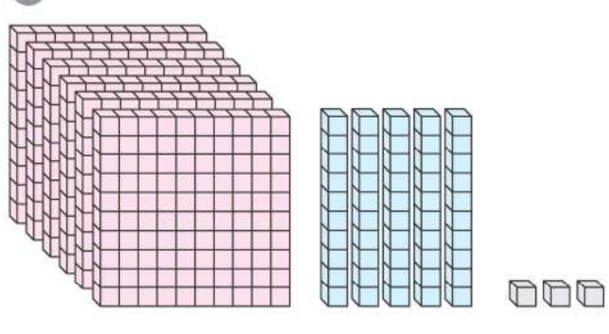


☐ Hundreds + ☐ Tens + ☐ Ones

= 378

= (Three hundred seventy-eight)

i

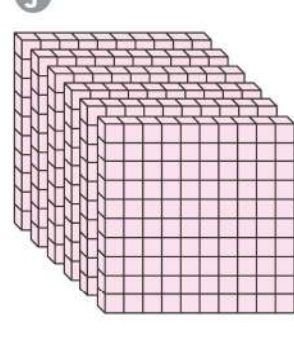


☐ Hundreds + ☐ Tens + ☐ Ones

= 653

= (Six hundred fifty-three)

j

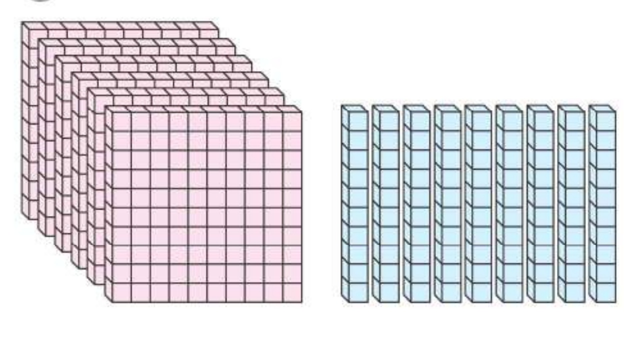


☐ Hundreds + ☐ Tens + ☐ Ones

= 609

= (Six hundred nine)

k

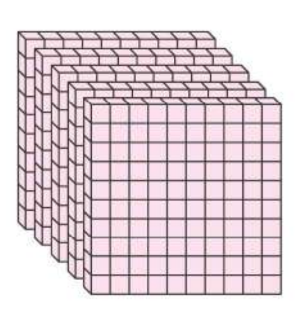


☐ Hundreds + ☐ Tens + ☐ Ones

= 690

= (Six hundred ninety)

l

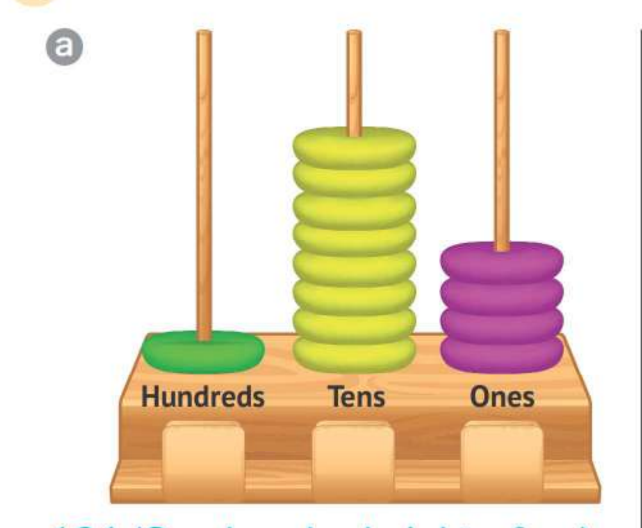


☐ Hundreds + ☐ Tens + ☐ Ones

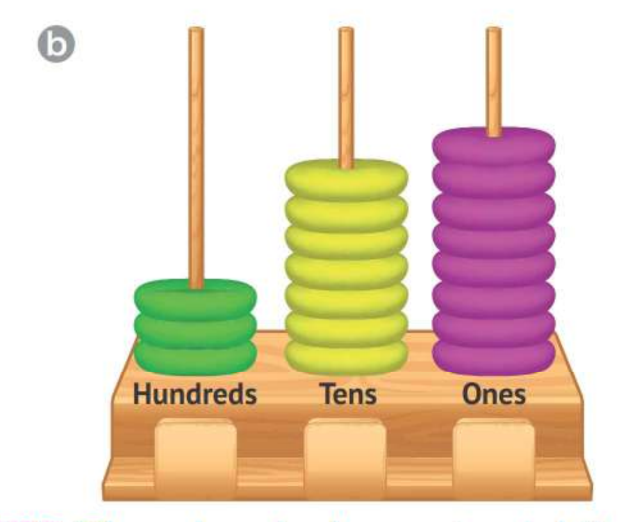
= 559

= (Five hundred fifty-nine)

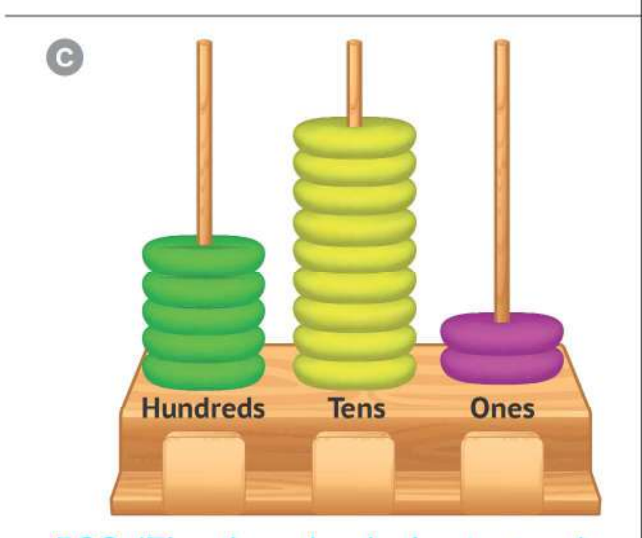
2 Write the number shown on the abacus:

a


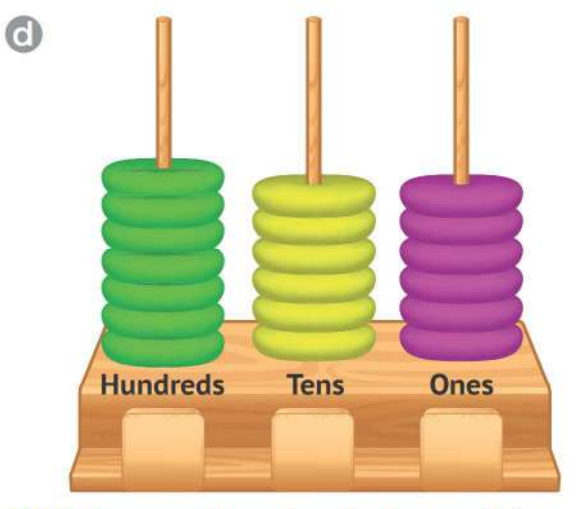
184 (One hundred eighty-four)

b


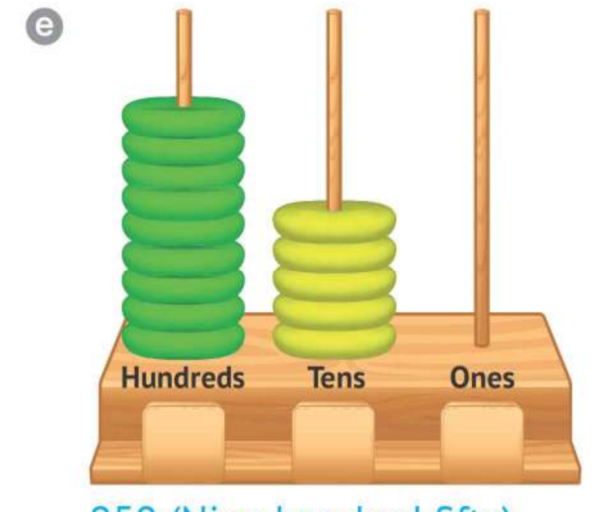
378 (Three hundred seventy-eight)

c


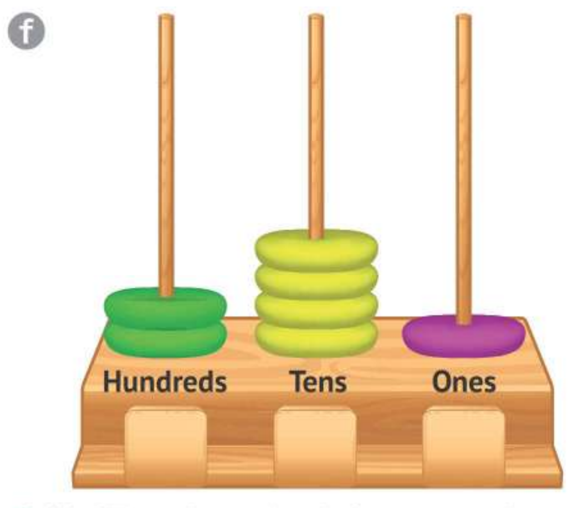
592 (Five hundred ninety-two)

d


766 (Seven hundred sixty-six)

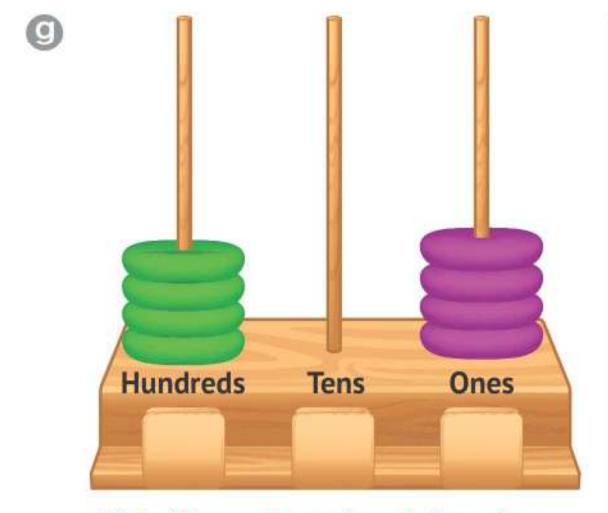
e


950 (Nine hundred fifty)

f


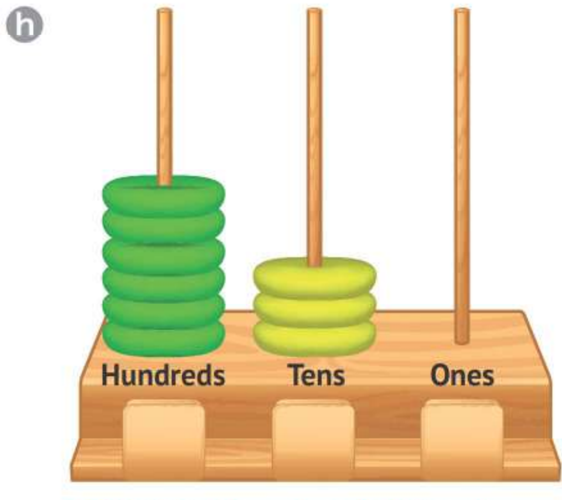
241 (Two hundred forty-one)

g



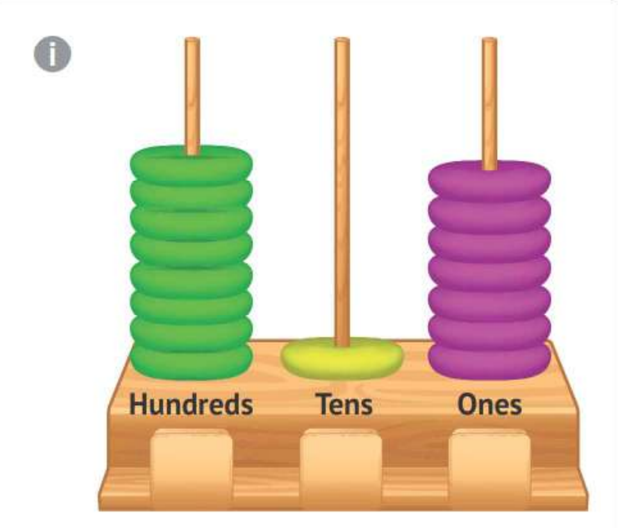
404 (Four hundred four)

h



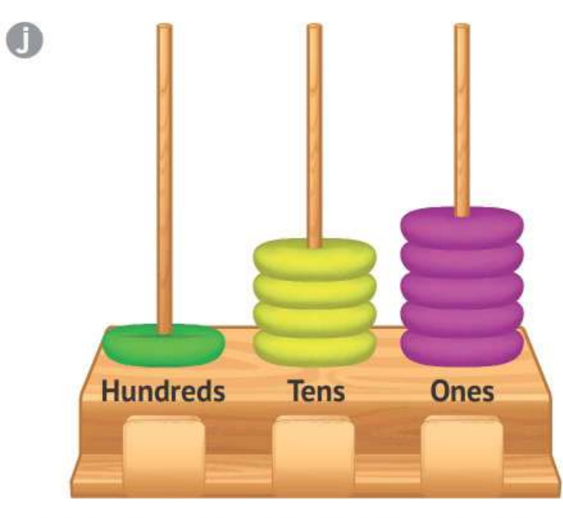
630 (Six hundred thirty)

i



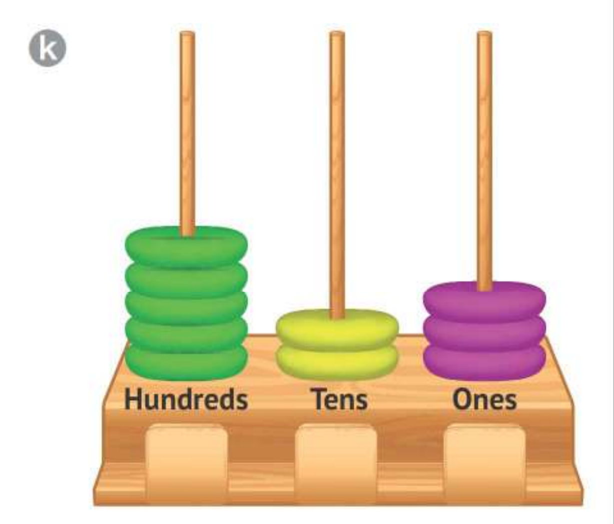
817 (Eight hundred seventeen)

j



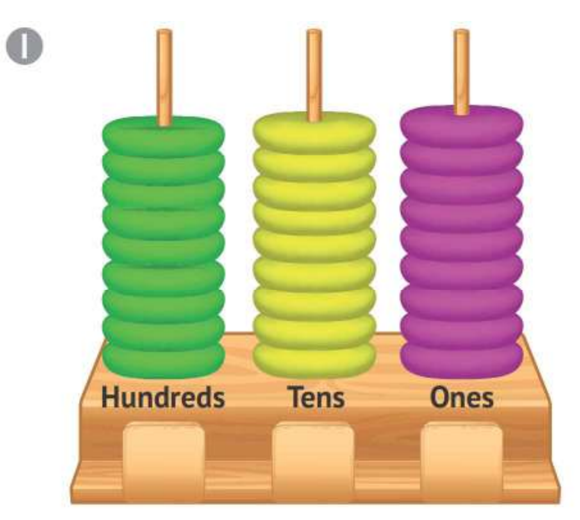
145 (One hundred forty-five)

k



523 (Five hundred twenty-three)

l



999 (Nine hundred ninety-nine)

3 Write the place value of the digit 7 in each of the following numbers:

a) 753 : Hundreds .
b) 573 : Tens .
c) 537 : Ones .
d) 705 : Hundreds .
e) 127 : Ones .
f) 273 : Tens .
g) 872 : Tens .
h) 597 : Ones .
i) 755 : Hundreds .
j) 788 : Hundreds .
k) 75 : Tens .
l) 37 : Ones .

4 Write the value of the digit 8 in each of the following numbers:

a) 528 : 8 .
b) 287 : 80 .
c) 894 : 800 .
d) 850 : 800 .
e) 918 : 8 .
f) 783 : 80 .
g) 328 : 8 .
h) 829 : 800 .
i) 368 : 8 .
j) 85 : 80 .
k) 98 : 8 .
l) 8 : 8 .

5 Complete:

a) The **value** of the digit 5 in 456 is 50 .
b) The **value** of the digit 3 in 963 is 3 .
c) The **value** of the digit 6 in 689 is 600 .
d) The **place value** of the digit 5 in 356 is Tens .
e) The **place value** of the digit 7 in 761 is Hundreds .
f) The **place value** of the digit 0 in 509 is Tens .

6 Write the value and the place value of the encircled digit:

Number	Value	Place Value
a (1)59	100	Hundreds
b 3(4)7	40	Tens
c 26(8)	8	Ones
d 2(0)1	0	Tens
e (3)78	300	Hundreds
f 62(0)	0	Ones
g (8)93	800	Hundreds
h 61(7)	7	Ones
i 2(8)0	80	Tens

7 Circle the value of the underlined digit:

a 567	b 285	c 368	d 378
(500), 50 , 5	(200), 20 , 2	600 , (60), 6	700 , (70), 7
e 359	f 637	g 507	h 830
900 , 90 , (9)	700 , 70 , (7)	100 , 10 , (0)	100 , 10 , (0)
i 732	j 356	k 978	l 386
200 , 20 , (2)	500 , (50), 5	(900), 90 , 9	(300), 30 , 0
m 714	n 369	o 125	p 943
100 , (10), 1	900 , 90 , (9)	(100), 10 , 1	400 , (40), 4

Accumulative Assessment 5 up to Lesson 2

Chapter 3

First: Choose the correct answer:

a The **value** of the digit 5 in 562 is ......500...... (500 or 50 or 5)

b 6 Tens + 5 Ones + 3 Hundreds = ...365...... (653 or 365 or 536)

c 7 + 20 + 600 = ...627...... (726 or 267 or 627)

d Two hundred sixty-five = ...265...... (265 or 562 or 652)

e 10 Tens = ...1...... Hundreds (100 or 10 or 1)

Second: Complete the following:

a 786 = ...700...... + ...80...... + 6

b The **place value** of the digit 8 in 789 is ......Tens......

c ......9...... Hundreds + ...8...... Tens + ...3...... Ones = 983

d In 396, the digit 3 is in the ......Hundreds...... place and its value is ......300...... .

e 627 is read as: ......Six hundred twenty-seven......

Third: Answer the following:

a Find the result:

1 25 + 33 = ...58......

2 48 − 38 = ...10......

3 85 + 11 = ...96......

4 69 − 32 = ...37......

b Arrange the following numbers in an ascending order:

75 , 58 , 92 , 37 , 85

• ......37...... , ...58...... , ...75...... , ...85...... , ...92......

c Mona has 38 LE and Nada has 51 LE.

How much money do they have all together?

They have = ...38...... + ...51...... = ...89...... LE.

Remember:

Multiples of 10

10 Ten	20 Twenty	30 Thirty
40 Forty	50 Fifty	60 Sixty
70 Seventy	80 Eighty	90 Ninety

Numbers from 11 to 19 (in words)

11 Eleven	12 Twelve	13 Thirteen
14 Fourteen	15 Fifteen	16 Sixteen
17 Seventeen	18 Eighteen	19 Nineteen

Forms for Writing Numbers

- **Standard Form** الصيغة الممتدة
- **Word Form** الصيغة اللفظية
- **Expanded Form** الصيغة الرمزية

Ex.

Standard Form	Word Form	Expanded Form
538	Five hundred thirty-eight	500 + 30 + 8
604	Six hundred four	600 + 4
960	Nine hundred sixty	900 + 60

Standard form	الصيغة الرمزية (القياسية)	Expanded form	الصيغة الممتدة
Word form	الصيغة اللفظية		

Complete the following table:

Standard Form	Word Form	Expanded Form
439	Four hundred thirty-nine	400 + 30 + 9
621	Six hundred twenty-one	600 + 20 + 1
907	Nine hundred seven	900 + 7
216	Two hundred sixteen	200 + 10 + 6
602	Six hundred two	600 + 2
950	Nine hundred fifty	900 + 50

Activity 2

Complete the following:

a) **5 Hundreds** + **2 Tens** + **3 Ones** = 523, and the number is read as:
(Five hundred twenty-three)

b) **5 Tens** + **3 Ones** + **7 Hundreds** = 753, and the number is read as:
(Seven hundred fifty-three)

c) **3 Hundreds** + **4 Ones** = 304, and the number is read as:
(Three hundred four)

d) 8 **Hundreds** + 9 **Tens** + 6 **Ones** = 896, and the number is read as: (Eight hundred ninety-six)

e) 3 **Tens** + 7 **Hundreds** + 2 **Ones** = 732, and the number is read as: (Seven hundred thirty-two)

f) 2 **Tens** + 9 **Hundreds** + 5 **Ones** = 925, and the number is read as: Nine hundred twenty-five.

Complete the following:

a) 876 = 800 + 70 + 6

b) 789 = 700 + 80 + 9

c) 258 = 200 + 50 + 8

d) 697 = 600 + 90 + 7

e) 597 = 500 + 90 + 7

f) 642 = 600 + 40 + 2

g) 230 = 200 + 30

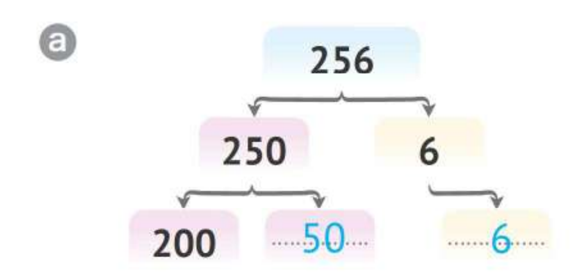
h) 605 = 600 + 5

i) 405 = 400 + 5

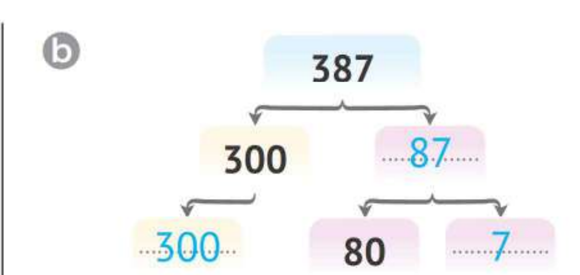
j) 380 = 300 + 80

Complete the following:

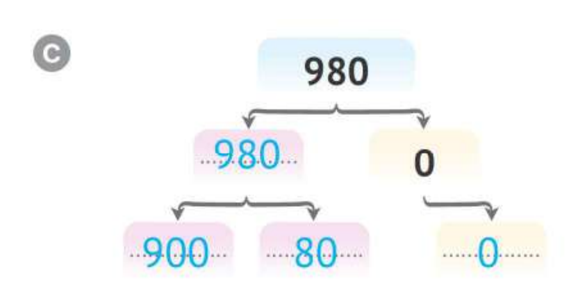
a)



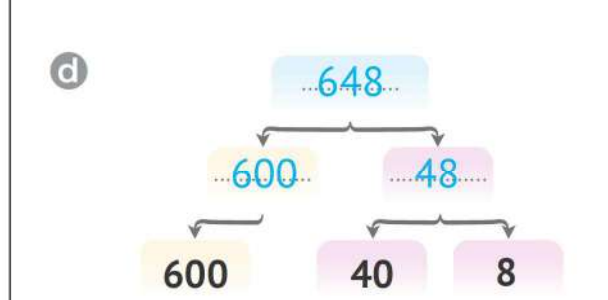
b)



c)



d)



HOME ACTIVITIES

1 Complete the following table:

Standard Form	Word Form	Expanded Form
532	Five hundred thirty-two	500 + 30 + 2
279	Two hundred seventy-nine	200 + 70 + 9
748	Seven hundred forty-eight	700 + 40 + 8
360	Three hundred sixty	300 + 60
758	Seven hundred fifty-eight	700 + 50 + 8
329	Three hundred twenty-nine	300 + 20 + 9
215	Two hundred fifteen	200 + 10 + 5
518	Five hundred eighteen	500 + 10 + 8
816	Eight hundred sixteen	800 + 10 + 6
212	Two hundred twelve	200 + 10 + 2
713	Seven hundred thirteen	700 + 10 + 3
919	Nine hundred nineteen	900 + 10 + 9
905	Nine hundred five	900 + 5
704	Seven hundred four	700 + 4
860	Eight hundred sixty	800 + 60
407	Four hundred seven	400 + 7
390	Three hundred ninety	300 + 90
801	Eight hundred one	800 + 1

2 Complete the following:

ⓐ 7 Hundreds + 3 Tens + 4 Ones = 734, and the number is read as:

(Seven hundred thirty-four)

ⓑ 5 Hundreds + 6 Tens + 2 Ones = 562, and the number is read as:

(Five hundred sixty-two)

ⓒ 4 Hundreds + 5 Tens + 1 Ones = 451, and the number is read as:

(Four hundred fifty-one)

ⓓ 3 Hundreds + 7 Ones + 5 Tens = 357, and the number is read as:

(Three hundred fifty-seven)

ⓔ 9 Hundreds + 6 Ones + 2 Tens = 926, and the number is read as:

(Nine hundred twenty-six)

ⓕ 2 Ones + 6 Tens + 4 Hundreds = 462, and the number is read as:

(Four hundred sixty-two)

ⓖ 9 Hundreds + 8 Ones = 908, and the number is read as:

(Nine hundred eight)

ⓗ 5 Hundreds + 3 Tens = 530, and the number is read as:

(Five hundred thirty)

ⓘ 3 Tens + 6 Hundreds = 630, and the number is read as:

(Six hundred thirty)

ⓙ 8 Hundreds = 800, and the number is read as:

(Eight hundred)

3 Complete the following:

a) ...9... **Hundreds** + ...6... **Tens** + ...5... **Ones** = 965, and the number is read as: ...(Nine hundred sixty-five)...

b) ...5... **Hundreds** + ...7... **Tens** + ...9... **Ones** = 579, and the number is read as: ...(Five hundred seventy-nine)...

c) ...2... **Hundreds** + ...3... **Tens** + ...9... **Ones** = 239, and the number is read as: ...(Two hundred thirty-nine)...

d) ...8... **Ones** + ...6... **Hundreds** + ...0... **Tens** = 608, and the number is read as: ...(Six hundred eight)...

e) ...3... **Tens** + ...8... **Hundreds** + ...0... **Ones** = 830, and the number is read as: ...(Eight hundred thirty)...

f) ...5... **Hundreds** + ...2... **Tens** + ...4... **Ones** = ...524..., and the number is read as: Five hundred twenty-four.

g) ...7... **Hundreds** + ...1... **Tens** + ...5... **Ones** = ...715..., and the number is read as: Seven hundred fifteen.

h) ...7... **Tens** + ...1... **Ones** + ...2... **Hundreds** = ...271..., and the number is read as: Two hundred seventy-one.

i) ...9... **Ones** + ...9... **Hundreds** + ...9... **Tens** = ...999..., and the number is read as: Nine hundred ninety-nine.

j) ...5... **Tens** + ...2... **Hundreds** + ...0... **Ones** = ...250..., and the number is read as: Two hundred fifty.

4 Complete:

ⓐ 563 = 500 + 60 + 3

ⓑ 367 = 300 + 60 + 7

ⓒ 789 = 700 + 80 + 9

ⓓ 279 = 200 + 70 + 9

ⓔ 608 = 600 + 8

ⓕ 290 = 200 + 90

ⓖ 870 = 800 + 70

ⓗ 307 = 300 + 7

ⓘ 736 = 700 + 30 + 6

ⓙ 278 = 200 + 70 + 8

ⓚ 532 = 500 + 30 + 2

ⓛ 732 = 700 + 30 + 2

ⓜ 825 = 20 + 800 + 5

ⓝ 694 = 600 + 4 + 90

ⓞ 520 = 500 + 20

ⓟ 703 = 700 + 3

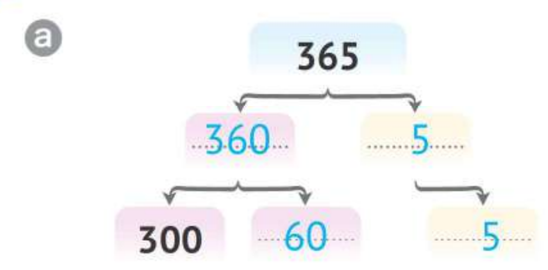
ⓠ 209 = 200 + 9

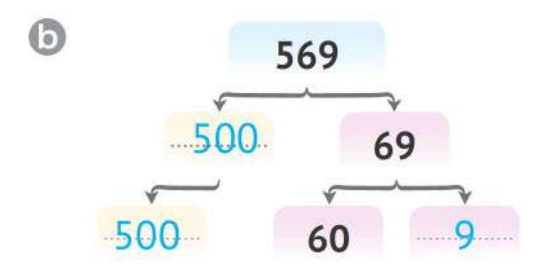
ⓡ 580 = 500 + 80

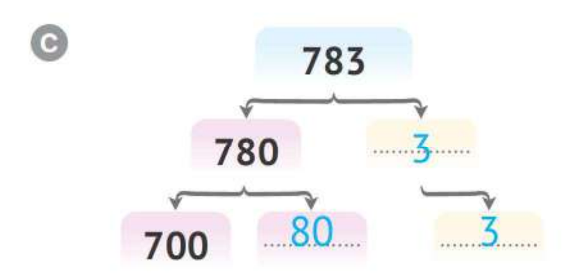
ⓢ 365 = 60 + 5 + 300

ⓣ 265 = 5 + 200 + 60

5 Complete:

ⓐ


ⓑ


ⓒ


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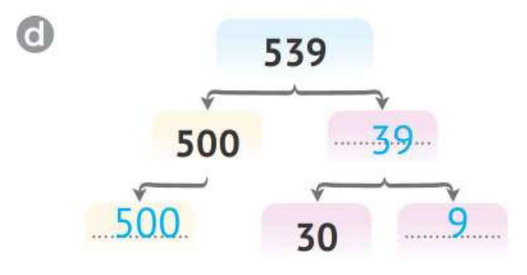

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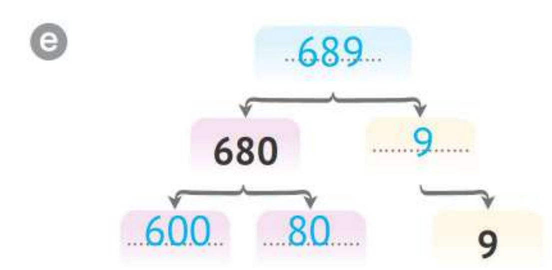

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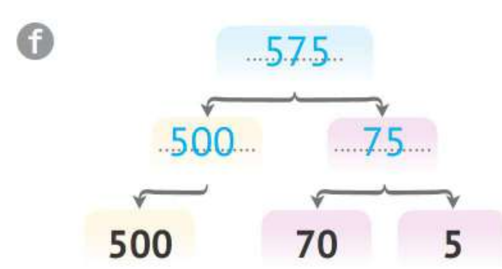


Accumulative Assessment 6 up to Lesson 6

Chapter 3

First: Choose the correct answer:

a 6 Hundreds + 5 Ones + 7 Tens = ...675...... (657 or 675 or 576)

b Two hundred fifteen = ...215...... (215 or 250 or 251)

c The **value** of 5 in 75 is ......5...... (5 or 50 or 15)

d The greatest 2-digit number is ......99...... (10 or 90 or 99)

e 2 + 500 = ...502...... (205 or 502 or 250)

Second: Complete the following:

a ......7...... Hundreds + ...9...... Tens + ...8...... Ones = 798

b 798 is read as: ......Seven hundred ninety-eight......

c The **place value** of 7 in 78 is ......Tens......

d The smallest number formed from 7 and 3 is ......37......

e 7 Tens + 3 Hundreds = ...370......

5

Third: Answer the following:

a **Find the result:**

1 5 + 8 = ...13......

2 6 + 9 = ...15......

3 15 – 7 = ...8......

4 16 – 9 = ...7......

b **Use the Make a Ten mental math strategy to find the result:**

1 8 + 7 = ...8... + ...2... + ...5... = ...10... + ...5... = ...15...

2 13 – 9 = ...13... – ...3... – ...6... = ...10... – ...6... = ...4...

c **Hesham had 79 LE. He bought a ball for 36 LE.**

Find the remaining money with him.

The remainder = ...79...... – ......36...... = ...43...... LE

Lessons 7&8 Comparing Numbers

مقارنة الأعداد

Learn

① • To obtain the largest number of given digits:

- We put the largest digit in the Hundreds place, the smaller digit in the Tens place, and the smallest digit in the Ones place.

- للحصول على أكبر عدد من الأرقام المعطاة في كل مسألة نضع أكبر رقم في خانة المئات والرقم الأصغر منه في خانة العشرات والأصغر منهما في خانة الآحاد.

② • To obtain the smallest number of given digits:

- We put the smallest digit in the Hundreds place, the larger digit in the Tens place, and the largest digit in the Ones place.

- للحصول على أصغر عدد من الأرقام المعطاة في كل مسألة نضع أصغر رقم في خانة المئات والرقم الأكبر منه في خانة العشرات والأكبر منهما في خانة الآحاد.

Ex. **Write all numbers that can be formed from the following digits:**

5 3 7

537 573 357 375 753 735

- The greatest number is 753
- The smallest number is 357

Ex.

The greatest number formed from the digits: 5 , 4 and 8 is 854

The smallest number formed from the digits: 5 , 4 and 8 is 458

The smallest number formed from the digits: 5 , 4 and 0 is 405

Comparing	مقارنة	Symbol	رمز	Less than (<)	أقل من
Greater than (>)	أكبر من	Equal to (=)	يساوي		

Write all numbers that can be formed from the following digits:

8 3 6

836 , 863 , 638 , 683 , 368 , 386 .

- The greatest number is: 863 .
- The smallest number is: 368 .

Important Note

The smallest		The greatest	
3-digit number is	100	3-digit number is	999
3-same-digit number is	111	3-same-digit number is	999
3-different-digit number is	102	3-different-digit number is	987

- To get a 3-digit number with only 2 digits:
- If the required is the largest number, we repeat the largest digit.
- If the required is the smallest number, we repeat the smallest digit.

Ex. **From the digits 5 and 3:**

- The largest 3-digit number is **553**
- The smallest 3-digit number is **335**

Activity 2 Complete:

a) The **greatest** number formed from the digits 5, 8 and 7 is 875 .
b) The **smallest** number formed from the digits 7, 9 and 5 is 579 .
c) The **greatest** number formed from the digits 4, 0 and 9 is 940 .
d) The **smallest** number formed from the digits 5, 0 and 8 is 508 .
e) The **greatest** 3-digit number formed from the digits 5 and 8 is 885 .
f) The **smallest** 3-digit number formed from the digits 9 and 6 is 669 .

Rules for Comparing Two Numbers

Rule	Example
Any 3-digit number is greater than any 2-digit number.	325 > 89
The greater number is the number whose **Hundreds** are greater.	138 < 589 402 > 397
If the **Hundreds** are equal, then the greater number is the number whose **Tens** are greater.	529 < 571 872 > 839
If the **Hundreds** and **Tens** are equal, then the greater number is the number whose **Ones** are greater.	523 > 521 683 < 687
If the **Hundreds**, **Tens**, and **Ones** are equal, then the two numbers are equal.	123 = 123 560 = 560

Activity 3

Complete using (< , = or >):

a) 254 < 302
b) 487 < 492
c) 785 > 783
d) 708 > 598
e) 387 < 783
f) 103 = 103
g) 200 + 50 + 8 = 258
h) 3 + 80 + 500 > 385
i) 5 Hundreds = 50 Tens
j) 3 Hundreds + 5 Ones < 350
k) 7 Tens + 8 Hundreds > 780
l) 2 Hundreds + 6 Ones > 2 + 6

HOME ACTIVITIES

1 **Write all numbers that can be formed from the following digits:**

ⓐ 1

517 , 571 , 715 , 751 , 157 , 175 .

- The **greatest** number is: 751 .
- The **smallest** number is: 157 .

ⓑ

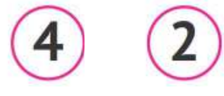
698 , 689 , 869 , 896 , 968 , 986 .

- The **greatest** number is: 986 .
- The **smallest** number is: 689 .

ⓒ

372 , 327 , 723 , 732 , 237 , 273 .

- The **greatest** number is: 732 .
- The **smallest** number is: 237 .

ⓓ 

542 , 524 , 425 , 452 , 245 , 254 .

- The **greatest** number is: 542 .
- The **smallest** number is: 245 .

2 Complete:

a) The **greatest** 3-digit number is ......999...... .

b) The **greatest** 3-same-digit number is ......999...... .

c) The **greatest** 3-different-digit number is ......987...... .

d) The **smallest** 3-digit number is ......100...... .

e) The **smallest** 3-same-digit number is ......111...... .

f) The **smallest** 3-different-digit number is ......102...... .

3 Complete:

a) The **greatest** number formed from the digits 2, 5 and 7 is ......752...... .

b) The **greatest** number formed from the digits 7, 2 and 8 is ......872...... .

c) The **greatest** number formed from the digits 7, 9 and 3 is ......973...... .

d) The **greatest** number formed from the digits 0, 8 and 1 is ......810...... .

e) The **greatest** number formed from the digits 7, 0 and 3 is ......730...... .

f) The **greatest** 3-digit number formed from the digits 6 and 7 is ...776... .

g) The **greatest** 3-digit number formed from the digits 2 and 8 is ...882... .

h) The **smallest** number formed from the digits 5, 3 and 9 is ......359...... .

i) The **smallest** number formed from the digits 9, 1 and 5 is ......159...... .

j) The **smallest** number formed from the digits 3, 8 and 4 is ......348...... .

k) The **smallest** number formed from the digits 7, 0 and 5 is ......507...... .

l) The **smallest** number formed from the digits 8, 0 and 9 is ......809...... .

m) The **smallest** 3-digit number formed from the digits 2 and 9 is ...229... .

n) The **smallest** 3-digit number formed from the digits 6 and 5 is ...556... .

4 **Complete using (< , = or >):**

ⓐ 456 < 821

ⓑ 215 < 512

ⓒ 687 < 691

ⓓ 390 < 691

ⓔ 860 > 680

ⓕ 566 < 569

ⓖ 215 = 215

ⓗ 614 < 641

ⓘ 548 > 543

ⓙ 982 > 927

ⓚ 724 > 720

ⓛ 300 + 70 + 6 > 367

ⓜ 800 + 80 + 5 > 858

ⓝ 2 + 70 + 900 > 279

ⓞ 200 + 70 + 9 = 279

ⓟ 4 + 30 + 700 > 437

ⓠ 800 + 3 + 90 > 839

ⓡ 3 Hundreds = 30 Tens

ⓢ 5 Hundreds > 50 Ones

ⓣ 80 Tens > 80 Ones

ⓤ 3 Hundreds + 5 Tens > 305

ⓥ 6 Hundreds + 3 Ones = 603

ⓦ 5 Hundreds + 7 Tens = 570

Accumulative Assessment 7 up to Lesson 8

Chapter 3

First: Choose the correct answer:

a) The greatest 3-digit number is ....999.... (999 or 900 or 100)

b) 452 > ....451.... (451 or 524 or 453)

c) 8 Tens + 3 Hundreds = ...380.... (830 or 803 or 380)

d) Six hundred sixty = ...660.... (660 or 616 or 606)

e) 9 + 8 = ...8.... + ...8.... + ...1.... (9 + 9 + 1 or 8 + 8 + 1 or 1 + 8 + 1)

Second: Complete the following:

a) The smallest number formed from 5, 0 and 3 is ....305....

b) 12 – 5 = 10 – ....3....

c) 9 Tens + 5 Ones + 2 Hundreds = ...295....

d) 236 , 237 , 238 , ...239.... , ...240.... , ...241....

e) 500 + 8 + 70 = ...578....

Third: Answer the following:

a) Complete using (< , = or >):

1) 568 < 586

2) 3 Hundreds + 5 Ones < 300 + 50

3) 892 > 849

4) 500 + 70 + 6 = 500 + 76

b) Write all numbers that can be formed from the digits 5, 3 and 7.

....357.... , ...375.... , ...537.... , ...573.... , ...735.... , ...753....

1) The **greatest** number is ....<.... . 2) The **smallest** number is ....<.... .

c) Write the greatest and the smallest numbers formed from the digits 5, 8 and 0.

1) The **greatest** number is ....850.... . 2) The **smallest** number is ....508.... .

d) Write the greatest and the smallest 3-digit numbers formed from the digits 9 and 3.

1) The **greatest** number is ....993.... . 2) The **smallest** number is ....339.... .

ترتيب الأعداد

Before and After

Ex.

- The number **245** comes right **after** **244**.
- The number that comes right **after** **244** is **245**.

- The number **317** comes right **before** **318**.
- The number that comes right **before** **318** is **317**.

Activity 1 The number that comes just after:

a) 354 is: 355 .
b) 568 is: 569 .
c) 540 is: 541 .
d) 309 is: 310 .
e) 809 is: 810 .
f) 99 is: 100 .

Activity 2 The number that comes just before:

a) 543 is: 542 .
b) 680 is: 579 .
c) 211 is: 210 .
d) 600 is: 599 .
e) 810 is: 809 .
f) 100 is: 99 .

Activity 3 Complete:

a) The number that comes just **after** 256 is 257 .
b) The number that comes just **before** 760 is 759 .
c) The number 300 comes just **after** 299 .
d) The number 300 comes just **before** 301 .
e) The number 699 comes just **before** 700.
f) The number 300 comes just **after** 299.

The number that comes just after	العدد التالي مباشرة	The number that comes just before	العدد السابق مباشرة
Ascending order	الترتيب التصاعدي	Descending order	الترتيب التنازلي

Arranging the Numbers up to 999

Ascending Order
الترتيب التصاعدي

From the **smallest** number to the **greatest** number.
من العدد **الأصغر** إلى العدد **الأكبر**.

Descending Order
الترتيب التنازلي

From the **greatest** number to the **smallest** number.
من العدد **الأكبر** إلى العدد **الأصغر**.

- For arranging numbers, the same steps for comparing between two numbers are followed.
- لترتيب الأعداد اتبع نفس قواعد المقارنة بين عددين.

Arrange each group of the following numbers in ascending and descending orders:

ⓐ 356 , 567 , 982 , 214 , 548

- **Ascending** order: 214 , 356 , 548 , 567 , 982
- **Descending** order: 982 , 567 , 548 , 356 , 214

ⓑ 728 , 287 , 872 , 278 , 782

- **Ascending** order: 278 , 287 , 728 , 782 , 872
- **Descending** order: 872 , 782 , 728 , 287 , 278

Write all numbers that can be formed from the digits 8, 7 and 3, then arrange them in ascending and descending orders:

378 , 387 , 738 , 783 , 873 , 837

- **Ascending** order: 378 , 387 , 738 , 783 , 837 , 873
- **Descending** order: 873 , 837 , 783 , 738 , 387 , 378

HOME ACTIVITIES

1 **The number that comes just after:**

ⓐ 315 is: 316 .
ⓑ 456 is: 457 .
ⓒ 719 is: 720 .
ⓓ 528 is: 529 .
ⓔ 647 is: 648 .
ⓕ 799 is: 800 .
ⓖ 499 is: 500 .
ⓗ 699 is: 700 .
ⓘ 432 is: 433 .
ⓙ 698 is: 699 .
ⓚ 379 is: 380 .
ⓛ 899 is: 900 .
ⓜ 600 is: 601 .
ⓝ 230 is: 231 .
ⓞ 809 is: 810 .
ⓟ 503 is: 504 .
ⓠ 711 is: 712 .
ⓡ 995 is: 996 .
ⓢ 401 is: 402 .
ⓣ 100 is: 101 .

2 **The number that comes just before:**

ⓐ 782 is: 781 .
ⓑ 628 is: 627 .
ⓒ 405 is: 404 .
ⓓ 450 is: 449 .
ⓔ 600 is: 599 .
ⓕ 789 is: 788 .
ⓖ 200 is: 199 .
ⓗ 317 is: 316 .
ⓘ 700 is: 699 .
ⓙ 660 is: 659 .
ⓚ 100 is: 99 .
ⓛ 803 is: 802 .
ⓜ 468 is: 467 .
ⓝ 748 is: 747 .
ⓞ 102 is: 101 .
ⓟ 367 is: 366 .
ⓠ 810 is: 809 .
ⓡ 630 is: 629 .
ⓢ 999 is: 998 .
ⓣ 500 is: 499 .

3 Complete:

a. The number that comes just **after** 357 is ......358...... .

b. The number that comes just **after** 259 is ......260...... .

c. The number that comes just **after** 699 is ......700...... .

d. The number that comes just **after** 99 is ......100...... .

e. The number 568 comes just **after** ......567...... .

f. The number 600 comes just **after** ......599...... .

g. The number 980 comes just **after** ......979...... .

h. The number ......658...... comes just **after** 657.

i. The number ......320...... comes just **after** 319.

j. The number ......801...... comes just **after** 800.

k. The number that comes just **before** 271 is ......270...... .

l. The number that comes just **before** 200 is ......199...... .

m. The number that comes just **before** 840 is ......839...... .

n. The number that comes just **before** 100 is ......99...... .

o. The number 729 comes just **before** ......730...... .

p. The number 399 comes just **before** ......400...... .

q. The number 527 comes just **before** ......528...... .

r. The number ......656...... comes just **before** 657.

s. The number ......519...... comes just **before** 520.

t. The number ......599...... comes just **before** 600.

4 **Arrange each group of the following numbers in ascending and descending orders:**

a 564 , 645 , 456 , 654 , 546

- **Ascending** order: 456 , 546 , 564 , 645 , 654
- **Descending** order: 654 , 645 , 564 , 546 , 456

---

b 215 , 674 , 548 , 384 , 678

- **Ascending** order: 215 , 384 , 548 , 674 , 678
- **Descending** order: 678 , 674 , 548 , 384 , 215

---

c 105 , 501 , 150 , 510 , 500

- **Ascending** order: 105 , 150 , 500 , 501 , 510
- **Descending** order: 510 , 501 , 500 , 150 , 105

---

d 808 , 880 , 80 , 888 , 800

- **Ascending** order: 80 , 800 , 808 , 880 , 888
- **Descending** order: 888 , 880 , 808 , 800 , 80

---

e 205 , 25 , 520 , 52 , 502

- **Ascending** order: 25 , 52 , 205 , 502 , 520
- **Descending** order: 520 , 502 , 205 , 52 , 25

5 Write all numbers that can be formed from the digits 3, 6 and 7, then arrange them in ascending and descending orders:

367 , 376 , 673 , 637 , 763 , 736

- **Ascending** order:

367 , 376 , 637 , 673 , 736 , 763

- **Descending** order:

763 , 736 , 673 , 637 , 376 , 367

6 Write all numbers that can be formed from the digits 7, 2 and 4, then arrange them in ascending and descending orders:

247 , 274 , 427 , 472 , 742 , 724

- **Ascending** order:

247 , 274 , 427 , 472 , 724 , 742

- **Descending** order:

742 , 724 , 472 , 427 , 274 , 247

7 Write all numbers that can be formed from the digits 5, 1 and 8, then arrange them in ascending and descending orders:

158 , 185 , 518 , 581 , 815 , 851

- **Ascending** order:

158 , 185 , 518 , 581 , 815 , 851

- **Descending** order:

851 , 815 , 581 , 518 , 185 , 158

Accumulative Assessment 8 up to Lesson 10

Chapter 3

First: Choose the correct answer:

a The **smallest** 3-digit number is 100 (100 or 102 or 999)

b Five hundred twenty = 520 (502 or 520 or 512)

c 60 Tens = 600 (5 or 60 or 600)

d 452 > 450 (455 or 450 or 456)

e 400 + 50 = 450 (405 or 9 or 450)

Second: Complete the following:

a The **smallest** number formed from the digits 0, 9 and 5 is 509 .

b 40 + 700 + 8 = 748 .

c 8 Tens + 5 Ones + 7 Hundreds = 785

d The **greatest** 3-different-digit number is 450 .

e The number that comes just **after** 259 is 260 .

Third: Answer the following:

a Complete using (<, = or >):

1 347 > 289 2 5 Hundreds + 9 Tens = 500 + 90

3 708 < 780 4 4 + 50 + 300 < 400 + 53

b Arrange the following numbers in an **ascending** order:

440 , 40 , 404 , 44 , 400

- 40 , 44 , 400 , 404 , 440

c Write all numbers that can be formed from the digits **5, 7** and **3**, then arrange them in an **ascending** order:

1 The numbers are: 357 , 375 , 735 , 753 , 573 , 537

2 Ascending order: 357 , 375 , 537 , 573 , 735 , 753

Assessment on Chapter 3

First: Choose the correct answer:

a The **value** of 3 in 239 is ....30.... (3 or 30 or 300)

b Three hundred thirty = ...330.... (303 or 330 or 313)

c The **greatest** 3-digit number is ....999.... (100 or 987 or 999)

d 524 $>$ 400 + 20 + 5 ($>$ or $=$ or $<$)

e 267 comes just **after** ....266.... (266 or 268 or 257)

Second: Complete the following:

a 259 = 59 + ...200.... .

b The **smallest** number formed from the digits 3, 0, 5 is ....305.... .

c The **place value** of the digit 4 in 435 is ....Hundreds.... .

d 4 Tens + 5 Hundreds = ...540.... and it is read as: five hundred forty.

e 60 Tens = ...6.... Hundreds

Third: Answer the following:

a **Arrange the following numbers in a descending order:**

490 , 940 , 94 , 400 , 900

- ....940.... , ...900.... , ...490.... , ...400.... , ...94....

b **Arrange the following numbers in an ascending order:**

500 , 205 , 502 , 200 , 25

- ....25.... , ...200.... , ...205.... , ...500.... , ...502....

c Who am I?

1. I am a number with my Tens digit = 9 and my Hundreds digit is equal to my Ones digit which is 4. (..........494..........)

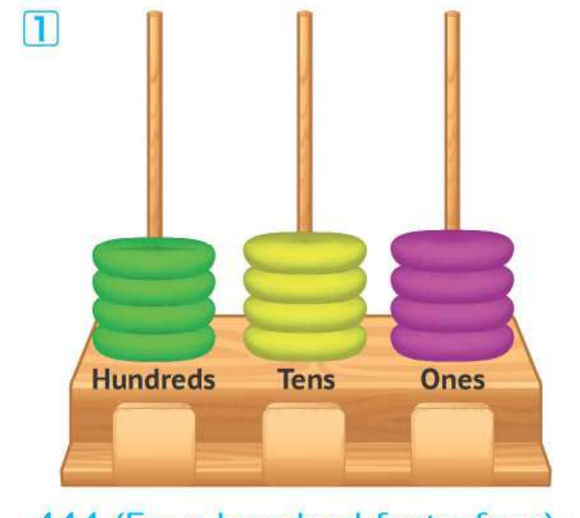
2. I am a number with my Tens digit = half my Ones digit, and my Hundreds digit is twice my Ones digit. My Ones digit is 4.

(..........824..........)

3. I am a 3-same-digit number with a sum of 9.(..........333..........)

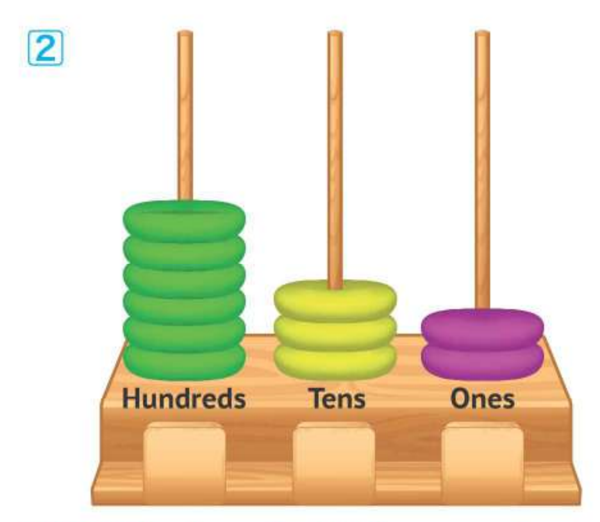
d Write the number shown on the abacus:

1.



....444 (Four hundred forty-four)....

2.



....632 (Six hundred thirty-two)....

Chapter 4

Chapter Lessons

Lessons 1&2 Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

Outcomes:
- Participating in Calendar Math Activities.
- Explaining the Commutative Property of Addition.
- Applying mental math strategies to solve addition and subtraction problems.

Lesson 3 Decomposing Numbers Into Ones and Tens

Outcomes:
- Participating in Calendar Math Activities.
- Decomposing 2-digit numbers into Tens and Ones.

Lessons 4&5 Adding and Subtracting Without Regrouping

Outcomes:
- Participating in Calendar Math Activities.
- Adding two 2-digit numbers without regrouping.
- Decomposing 2-digit numbers to solve addition story problems.
- Subtracting 2-digit numbers without regrouping.
- Decomposing 2-digit numbers to solve subtraction story problems.

Lessons 6&7 Estimating the Sum and the Difference – Comparing the Sum and the Estimation

Outcomes:
- Participating in Calendar Math Activities.
- Using place value to estimate sums and differences.
- Solving 2-digit addition and subtraction problems without regrouping.
- Decomposing 2-digit numbers to solve addition problems.

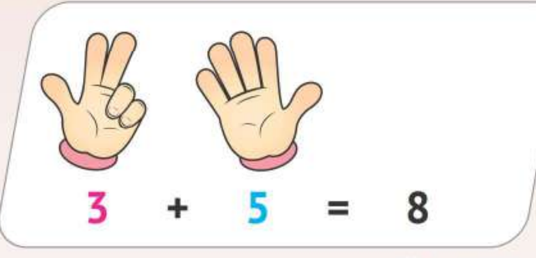
Lessons 8–10 Adding by Regrouping Ones

Outcomes:
- Participating in Calendar Math Activities.
- Decomposing 2-digit numbers to solve addition problems.
- Model regrouping using pictures or manipulatives.
- Mentally calculating sums of two 1-digit numbers.
- Solving 2-digit addition problems with and without regrouping.
- Collaborating to add four 2-digit numbers.

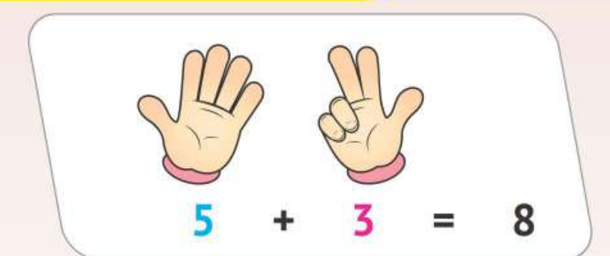
Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

خاصية الإبدال في عملية الجمع – مزيد من التطبيقات الذهنية على الجمع والطرح

Learn: Commutative Property of Addition



3 + 5 = 8



5 + 3 = 8

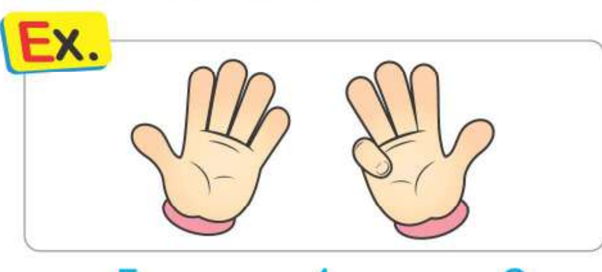
So, 3 + 5 = 5 + 3

The result of adding two numbers does not change by changing their order.

ناتج جمع عددين لا يتغير بتغيير ترتيبهما.

Activity 1 Add, as in the example:

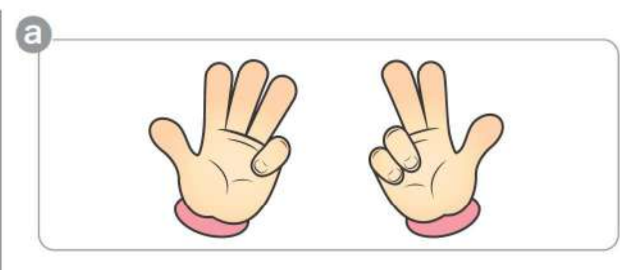
Ex.



5 + 4 = 9

4 + 5 = 9

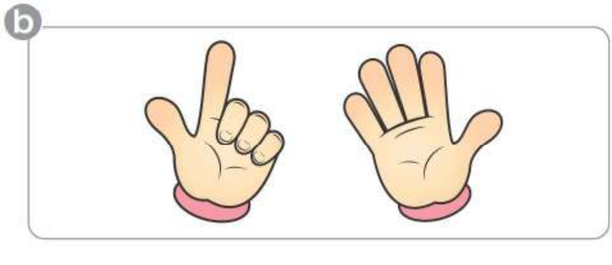
a



4 + 3 = 7

3 + 4 = 7

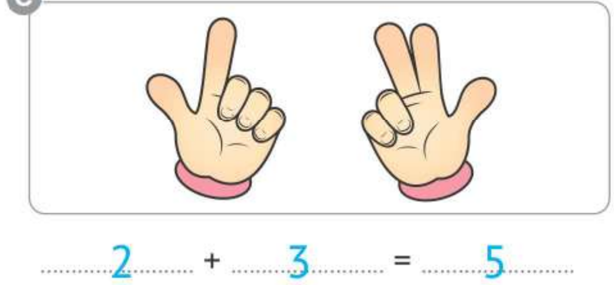
b



2 + 5 = 7

5 + 2 = 7

c



2 + 3 = 5

3 + 2 = 5

Addition properties	خواص عملية الجمع	Commutative Property	خاصية الإبدال

Activity 2

Use the dice as shown in the drawing. Roll each die three times and write the numbers shown on the top side in the boxes below. Then find the result:

a

5 1 + 4 = 5 5

b

1 6 + 2 = 1 8

c

2 2 + 6 = 2 8

d

6 3 – 4 = 5 9

e

1 4 – 6 = 0 8

Remember:

Adding and Subtracting Two Numbers Using the Counting Strategy

First: **Counting On from the largest number to add:**

① Put the largest number in your mind.

② Represent the smallest number using your fingers.

③ Count on your fingers after the number you have in your mind.

Ex. **Add: 74 + 5**

① **74** → in your mind.

② **5** → on your fingers.

③ Count after 74 by 5.

Then 74 + 5 = 79

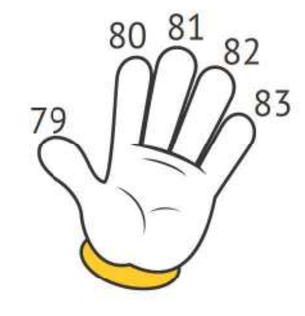
Second: **Counting Back to subtract:**

① Put the largest number in your mind.

② Represent the smallest number using your fingers.

③ Count on your fingers before the number you have in your mind.

Ex. **Subtract: 86 – 7**



① **86** → in your mind.

② **7** → on your fingers.

③ Count before 86 by 7.

Then 86 – 7 = 79

Activity 3 Complete (as in the example):

Ex. 6 + 5 = 5 + 6 = 11

a) 4 + 3 = 3 + 4 = 7

b) 8 + 7 = 7 + 8 = 15

c) 2 + 4 = 4 + 2 = 6

d) 9 + 1 = 1 + 9 = 10

e) 8 + 6 = 6 + 8 = 14

f) 2 + 3 = 3 + 2 = 5

Activity 4 Find the sum:

a) 34 + 7 = 41

b) 65 + 3 = 68

c) 82 + 5 = 87

d) 3 + 97 = 100

e) 2 + 46 = 48

f) 8 + 71 = 79

Activity 5 Find the difference:

a) 85 − 7 = 78

b) 93 − 6 = 87

c) 62 − 5 = 57

d) 34 − 7 = 27

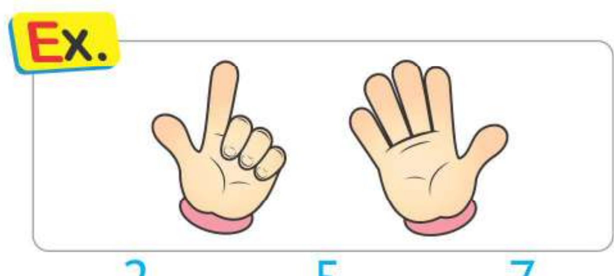
e) 89 − 2 = 87

f) 50 − 9 = 41

HOME ACTIVITIES

1 Add, as in the example:

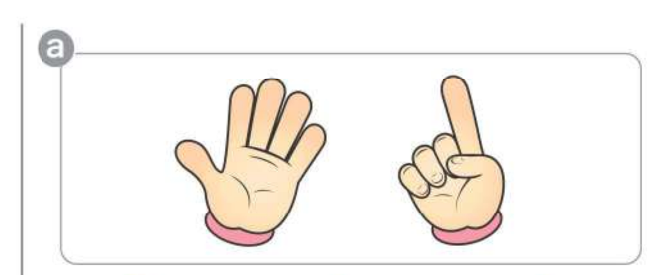
Ex.



2 + 5 = 7

5 + 2 = 7

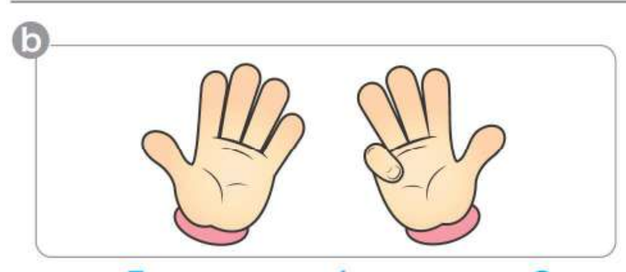
a



5 + 1 = 6

1 + 5 = 6

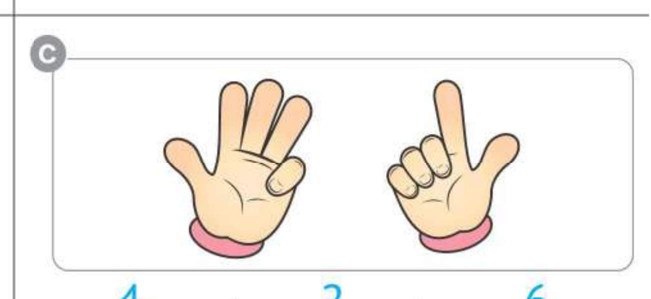
b



5 + 4 = 9

4 + 5 = 9

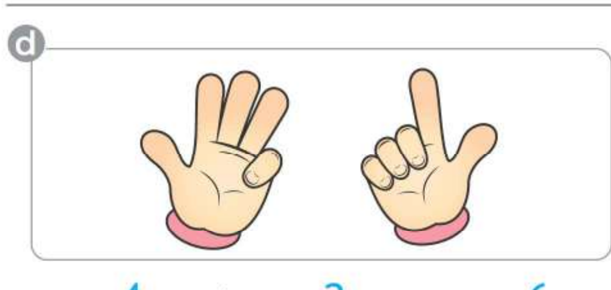
c



4 + 2 = 6

2 + 4 = 6

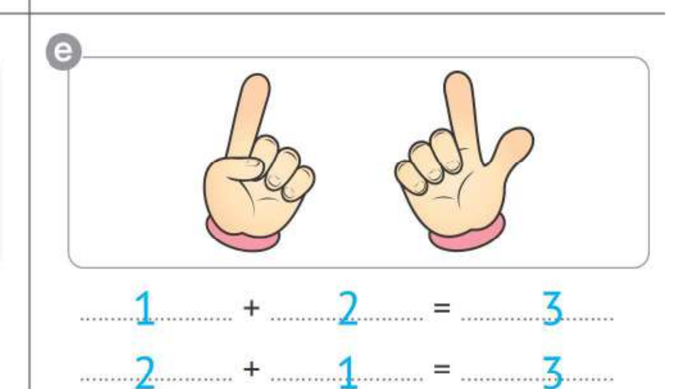
d



4 + 2 = 6

2 + 4 = 6

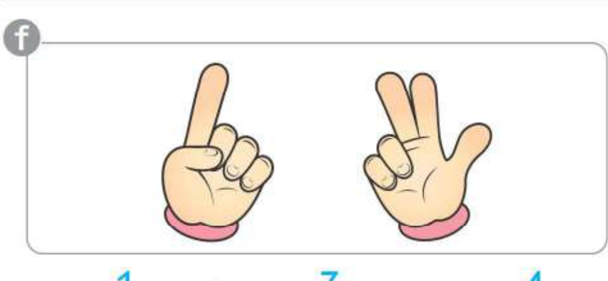
e



1 + 2 = 3

2 + 1 = 3

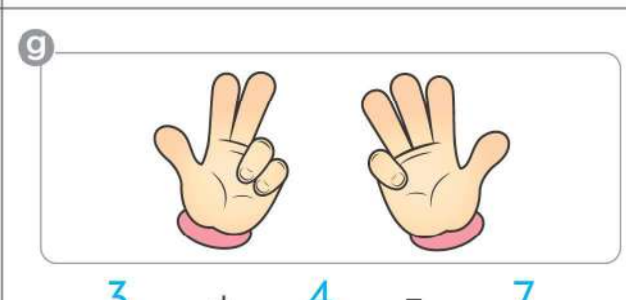
f



1 + 3 = 4

3 + 1 = 4

g



3 + 4 = 7

4 + 3 = 7

2 Complete the following:

a) 3 + 5 = 5 + 3

b) 8 + 7 = 7 + 8

c) 2 + 7 = 7 + 2

d) 3 + 6 = 6 + 3

e) 8 + 9 = 9 + 8

f) 4 + 9 = 9 + 4

g) 8 + 5 = 5 + 8

h) 7 + 1 = 1 + 7

3 Find the sum:

a) 6 + 7 = 13 ; 7 + 6 = 13

b) 4 + 8 = 12 ; 8 + 4 = 12

c) 9 + 3 = 12 ; 3 + 9 = 12

d) 2 + 6 = 8 ; 6 + 2 = 8

e) 9 + 5 = 14 ; 5 + 9 = 14

f) 7 + 3 = 10 ; 3 + 7 = 10

4 Add:

a) 45 + 3 = 48

b) 28 + 6 = 34

c) 72 + 5 = 77

d) 36 + 7 = 43

e) 37 + 4 = 41

f) 15 + 9 = 24

g) 58 + 8 = 66

h) 63 + 2 = 65

i) 82 + 7 = 89	j) 29 + 6 = 35	k) 15 + 7 = 22	l) 63 + 9 = 72
m) 13 + 7 = 20	n) 39 + 4 = 43	o) 41 + 2 = 43	p) 57 + 6 = 63
q) 60 + 1 = 61	r) 92 + 3 = 95	s) 88 + 8 = 96	t) 32 + 9 = 41

5 Subtract:

a) 27 – 5 = 22

b) 28 – 6 = 22

c) 92 – 2 = 90

d) 31 – 1 = 30

e) 73 – 1 = 72

f) 12 – 6 = 6

g) 30 – 5 = 25

h) 49 – 7 = 42

i	j	k	l
28 − 7 = 21	93 − 3 = 90	53 − 2 = 51	36 − 5 = 31

m	n	o	p
35 − 3 = 32	99 − 4 = 95	14 − 2 = 12	75 − 3 = 72

q	r	s	t
76 − 1 = 75	29 − 3 = 26	88 − 8 = 80	29 − 9 = 20

Accumulative Assessment 9 up to Lesson 2

Chapter 4

First: Choose the correct answer:

a) 9 + 7 = 7 + 9 (16 or (7) or 9)

b) 5 + 60 + 700 = 765 (567 or 756 or (765))

c) 427 = 400 + 27 (427 or 20 or (27))

d) 15 + 5 = 20 ((20) or 155 or 515)

e) 18 – 7 = 11 ((11) or 25 or 51)

Second: Complete the following:

a) 3 Hundreds + 4 Tens + 9 Ones = 349

b) 500 + 26 = 26 + 500

c) 7 + 6 = 6 + 7

d) The **greatest** 3-digit number is 999

e) The **place value** of the digit 7 in 378 is Tens

Third: Answer the following:

a) Arrange the following numbers in a descending order:

360 , 630 , 306 , 603 , 600

- 630 , 603 , 600 , 360 , 306

b) Find the result:

1) 56 + 4 = 60

2) 18 – 6 = 12

3) 9 + 8 = 17

4) 16 – 7 = 9

c) Three were 15 birds on a tree, 7 of them flew away.

How many birds are on the tree now?

Number of birds = 15 – 7 = 8 birds

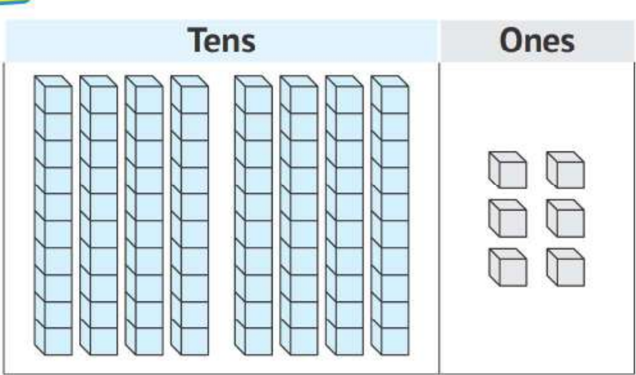
Decomposing Numbers Into Ones and Tens تحليل الأعداد إلى آحاد وعشرات

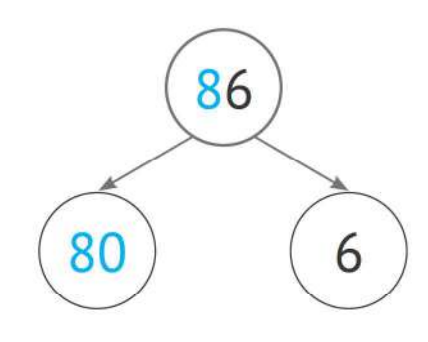
Learn

- Decomposing a two-digit number means writing the number as the sum of Tens and Ones.
- تحليل عدد مكون من رقمين يعني كتابة الأعداد كمجموع للعشرات والآحاد.

– Each number can be decomposed in two ways:

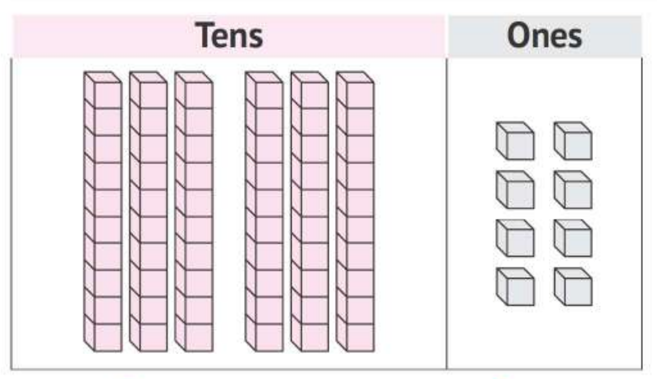
First Way	Second Way
By drawing sticks to show the **Tens** and small boxes to show the **Ones**. رسم العصي لتمثيل **العشرات** والمكعبات الصغيرة لتمثيل **الآحاد**.	By writing the Tens and Ones in **number circles**. كتابة العشرات والآحاد في **خانات الأعداد**.

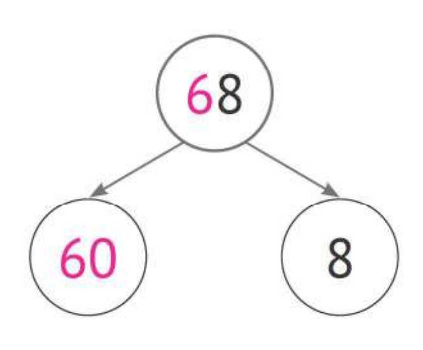




8 Tens + 6 Ones = 86

80 + 6 = 86





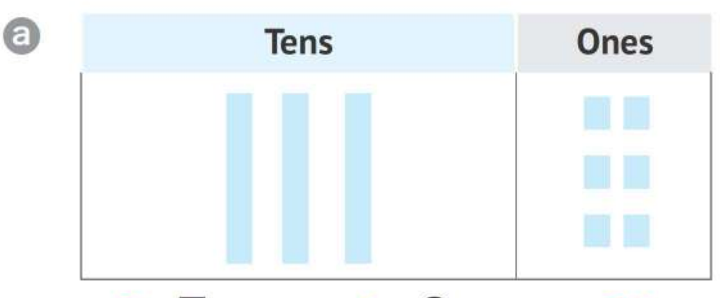
6 Tens + 8 Ones = 68

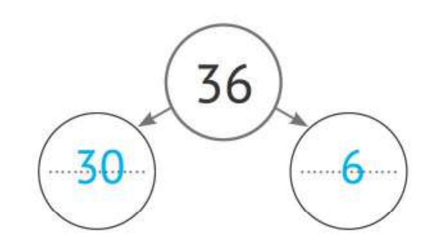
60 + 8 = 68

Decompose	تحليل	2-digit number	عدد مكون من رقمين	Ones	آحاد	Tens	عشرات

Decompose each number in two ways. Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles:

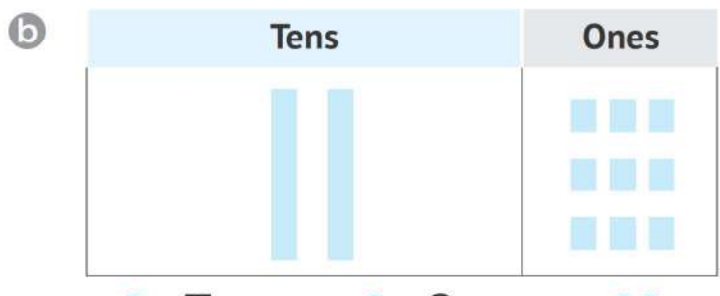
ⓐ

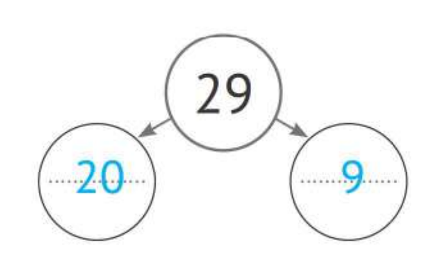




3 Tens + 6 Ones = 36 30 + 6 = 36

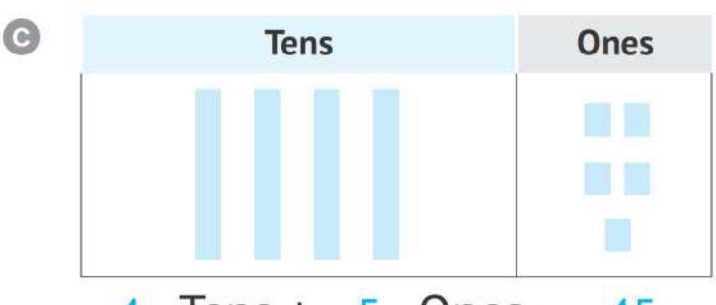
ⓑ

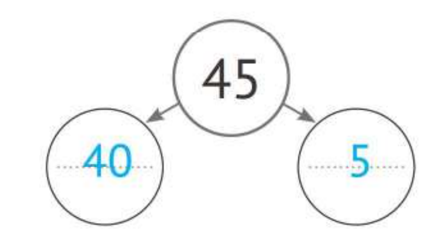




2 Tens + 9 Ones = 29 20 + 9 = 29

ⓒ





4 Tens + 5 Ones = 45 40 + 5 = 45

Activity 2 **Complete the following:**

ⓐ 5 Tens + 3 Ones = 53

ⓑ 7 Ones + 6 Tens = 67

ⓒ 3 Tens + 9 Ones = 39

ⓓ 2 Ones + 6 Tens = 62

ⓔ 50 + 2 = 52

ⓕ 3 + 80 = 83

ⓖ 80 + 3 = 83

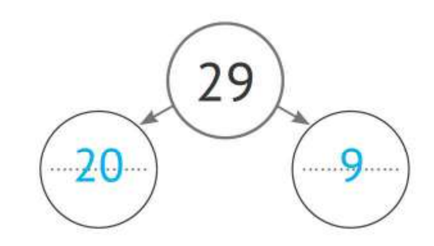
ⓗ 60 + 8 = 68

HOME ACTIVITIES

1 Decompose each number in two ways. Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles:

a

Tens	Ones
(2 sticks)	(9 boxes)



29 → 20 and 9

2 Tens + 9 Ones = 29 — 20 + 9 = 29

b

Tens	Ones
(3 sticks)	(2 boxes)

32 → 30 and 2

3 Tens + 2 Ones = 32 — 30 + 2 = 32

c

Tens	Ones
(4 sticks)	(6 boxes)

46 → 40 and 6

4 Tens + 6 Ones = 46 — 40 + 6 = 46

d

Tens	Ones
(5 sticks)	(1 box)

51 → 50 and 1

5 Tens + 1 Ones = 51 — 50 + 1 = 51

e

Tens	Ones

89 → 80, 9

8 Tens + 9 Ones = 89

80 + 9 = 89

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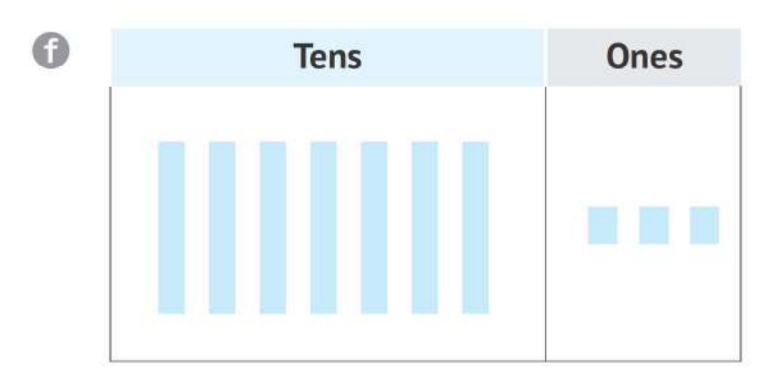
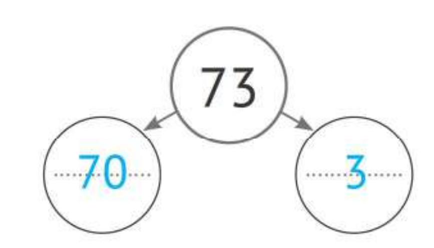
f

Tens	Ones





7 Tens + 3 Ones = 73

70 + 3 = 73

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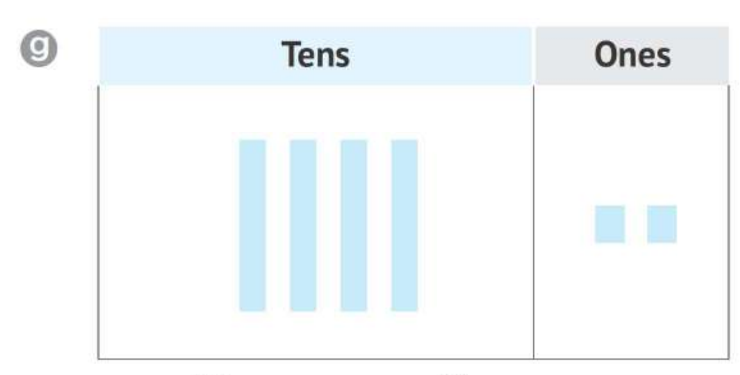
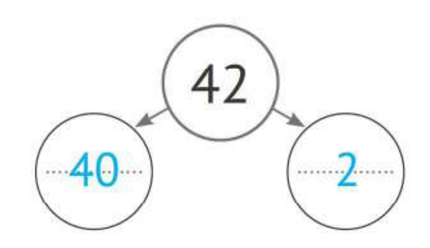
g

Tens	Ones





4 Tens + 2 Ones = 42

40 + 2 = 42

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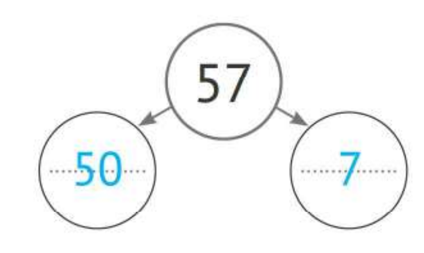
h

Tens	Ones



5 Tens + 7 Ones = 57

50 + 7 = 57

2 Complete the following:

a 7 Tens + 5 Ones = 75

b 8 Tens + 6 Ones = 86

c 9 Ones + 7 Tens = 79

d 1 Ones + 8 Tens = 81

e 2 Tens + 9 Ones = 29

f 3 Tens + 1 Ones = 31

g 2 Ones + 4 Tens = 42

h 3 Ones + 5 Tens = 53

i 60 + 4 = 64

j 50 + 2 = 52

k 7 + 60 = 67

l 8 + 70 = 78

m 80 + 9 = 89

n 60 + 4 = 64

o 50 + 3 = 53

p 90 + 2 = 92

3 Match:

a	30 + 6	85	5 Ones + 8 Tens	f
b	70 + 7	36	3 Tens + 6 Ones	g
c	5 + 80	77	5 Tens + 8 Ones	h
d	3 + 60	58	3 Ones + 6 Tens	i
e	50 + 8	63	7 Ones + 7 Tens	j

Matches drawn: a – 36, b – 77, c – 85, d – 63, e – 58; 85 – f, 36 – g, 77 – j, 58 – h, 63 – i.

Accumulative Assessment 10 up to Lesson 3

Chapter 4

First: Choose the correct answer:

a 5 Ones + 7 Tens = ...75...... (57 or 75 or 12)

b 4 + ...60...... = 64 (4 or 6 or 60)

c 10 – 3 = 12 – ......2...... – 3 (3 or 5 or 2)

d 3 + 4 = ...4...... + 3 (4 or 3 or 7)

e The **smallest** 3-digit number = ...100...... (123 or 102 or 100)

Second: Complete the following:

a The **value** of the digit 9 in 529 is ......9......

b 6 + 800 + 30 = ...836......

c 20 + 7 = ...27......

d The number that comes just after 309 is ......310......

e 9 + 7 = 9 + ...1...... + ...6...... = 10 + ...6...... = ...16......

Third: Answer the following:

a Complete using (< , = or >):

1. 70 + 5 [>] 7 Ones + 5 Tens
2. 206 [>] 20 + 6
3. 4 + 60 [>] Forty-six
4. 528 [<] 582

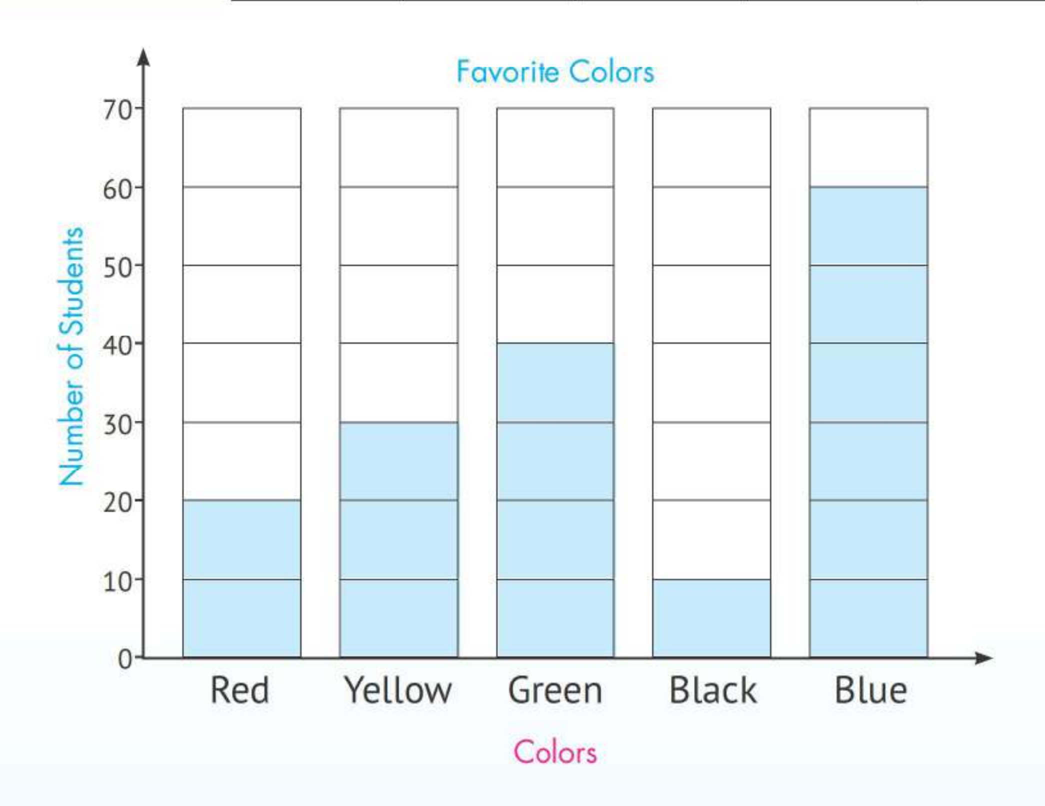
b Complete in the same pattern:

1 12 , 22 , 32 , 42 , ...52.... , ...62.... , ...72....

2 96 , 95 , 94 , 93 , ...92.... , ...91.... , ...90....

c Use the following table to complete the bar graph:

Color	Red	Yellow	Green	Black	Blue
Number of Students	20	30	40	10	60



Adding and Subtracting Without Regrouping الجمع والطرح بدون إعادة التجميع

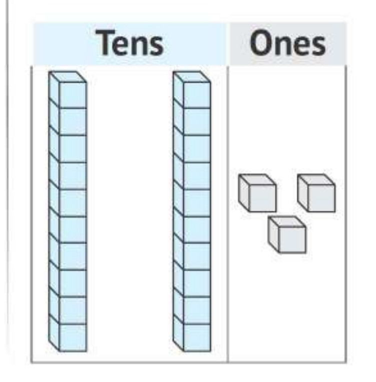
Ex. Add: 23 + 45 = ...

First Way

Decompose the two numbers by drawing **sticks** for the Tens and **small boxes** for the Ones.

• تحليل العددين عن طريق رسم العصي للعشرات والمكعبات الصغيرة للآحاد.

23 + 45 = 68



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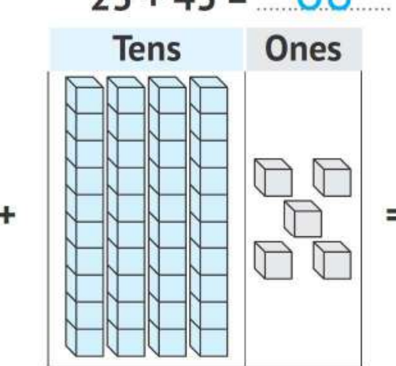

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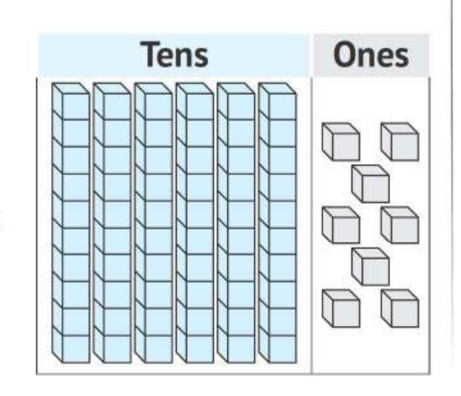
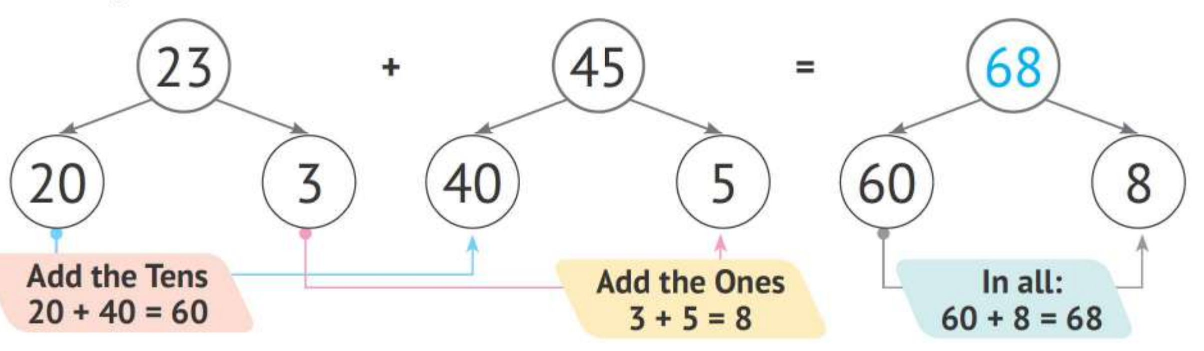
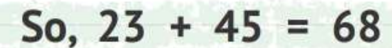


Second Way

Decompose each number into Tens and Ones.

• تحليل كل عدد إلى عشرات وآحاد.





So, 23 + 45 = 68

- We add the Ones to the Ones and the Tens to the Tens.
- We always start with the Ones.

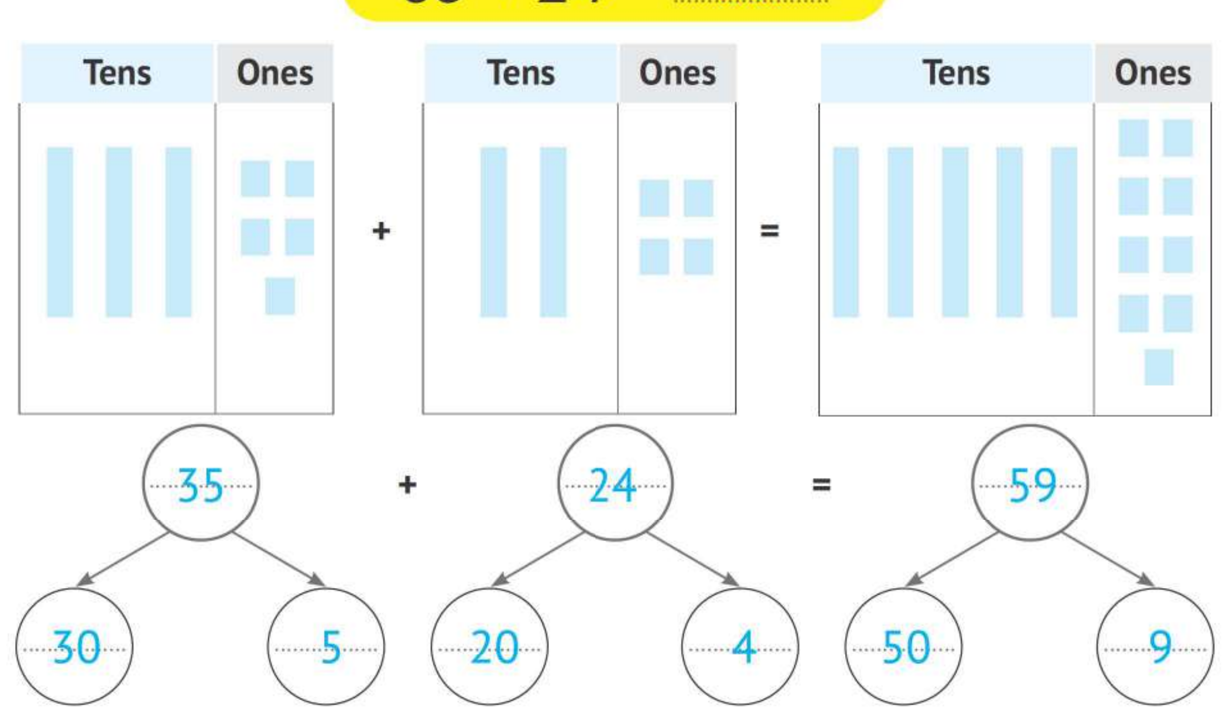
• نضيف الآحاد إلى الآحاد والعشرات إلى العشرات.

• دائمًا نبدأ بالآحاد.

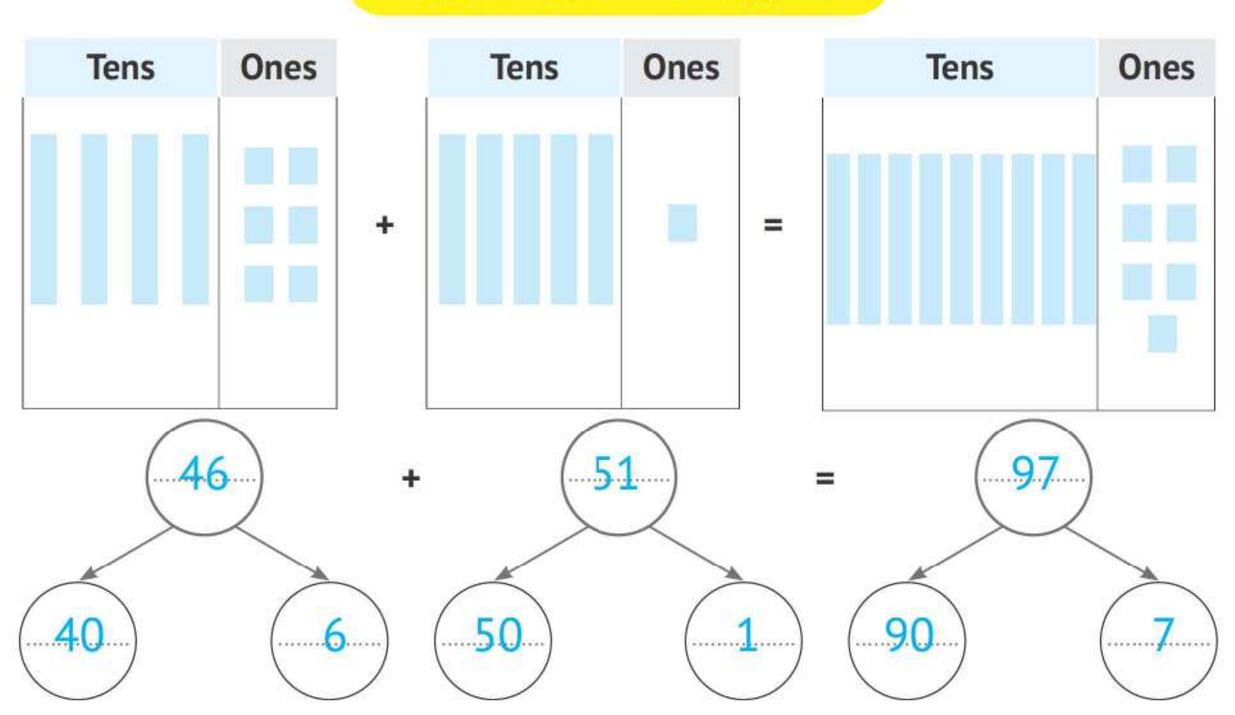
Without regrouping	بدون إعادة التجميع	Sum/total	مجموع	Difference	فرق

Use the two methods of decomposition to find the sum:

ⓐ $35 + 24 =$ 59



ⓑ $46 + 51 =$ 97

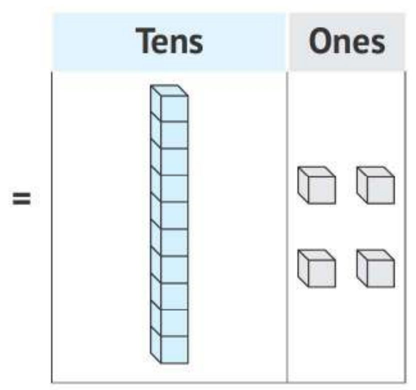


Subtract: 75 - 61 = ...

First Way

Decompose the two numbers by drawing **sticks** for the Tens and **small boxes** for the Ones.

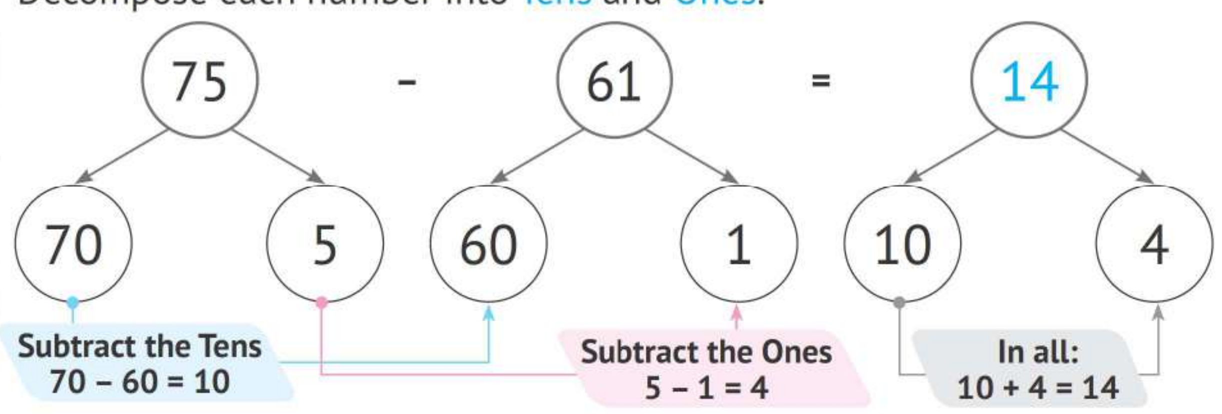
75 – 61 = 14



Tens	Ones		Tens	Ones
		=		

Second Way

Decompose each number into Tens and Ones.



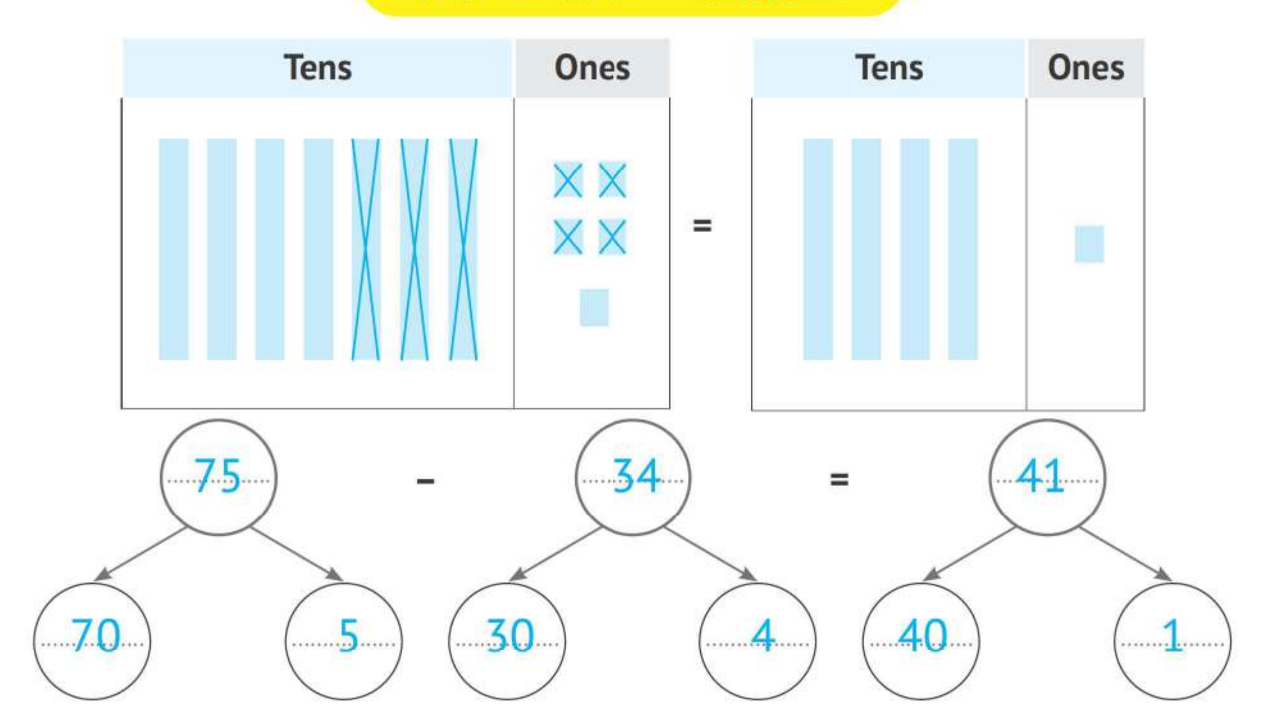
So, 75 - 61 = 14

- We subtract the Ones from the Ones and the Tens from the Tens.
- We always start with the Ones.

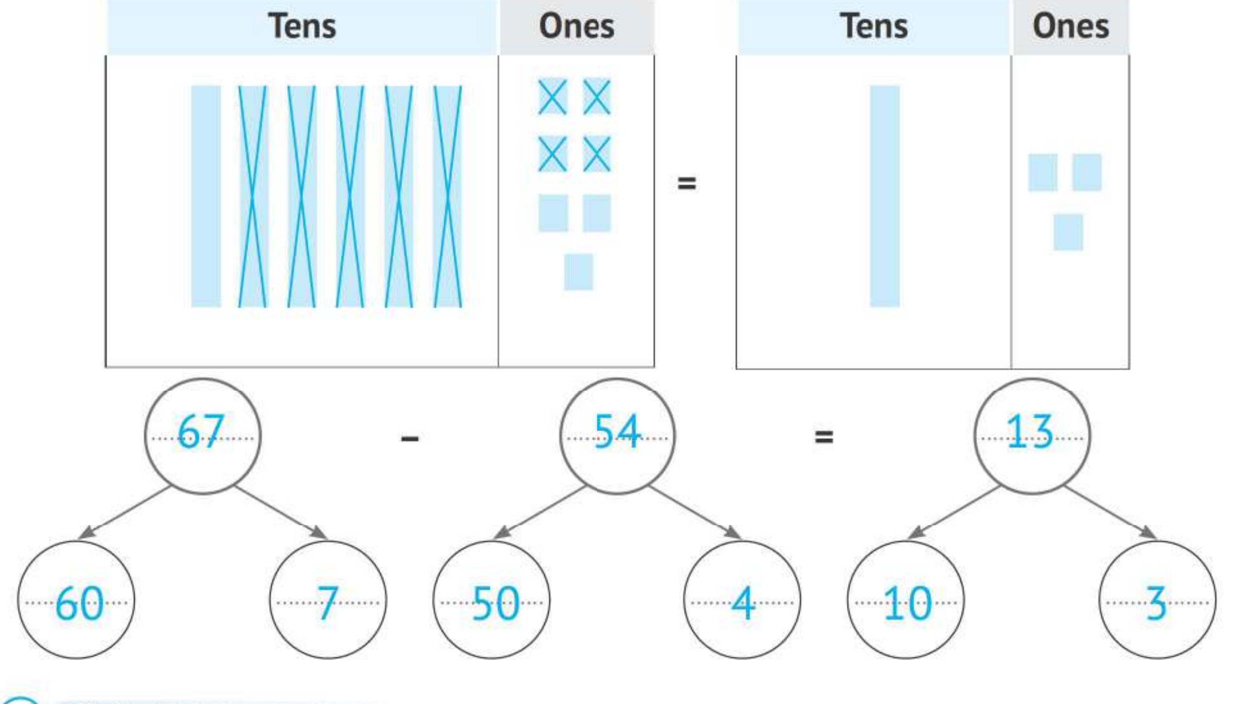
- نطرح الآحاد من الآحاد والعشرات من العشرات.
- دائمًا نبدأ بالآحاد.

Use the two methods of decomposition to find the difference:

a) 75 - 34 = 41

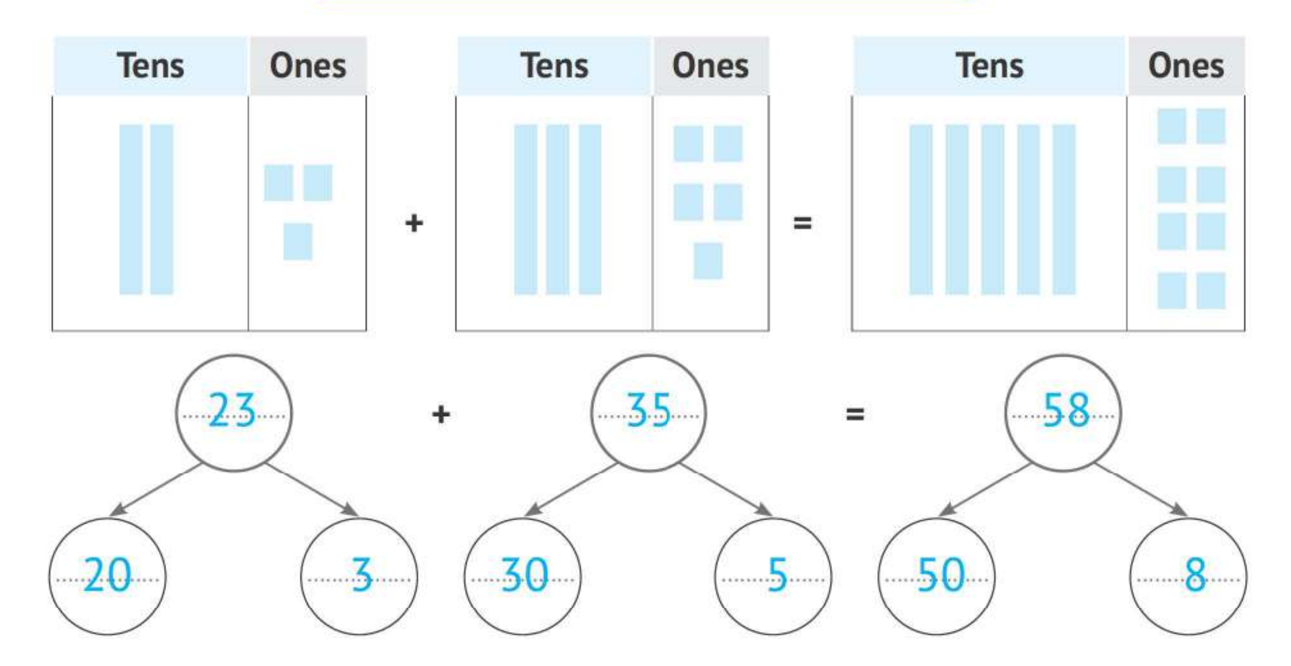


b) 67 - 54 = 13

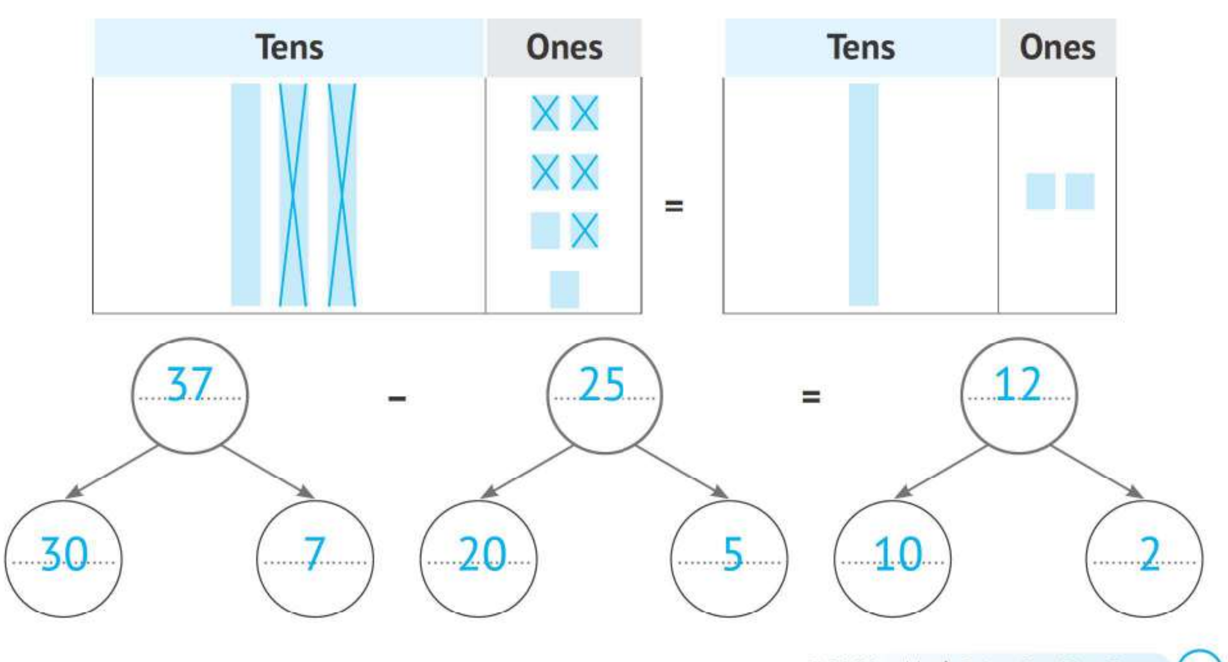


Hassan bought **23** chocolate cookies.
He also bought **35** vanilla cookies.
How many cookies does Hassan have in all?

23 + 35 = 58



Sabrine made **37** biscuits with her mom. They ate **25** biscuits. How many biscuits are left?



HOME ACTIVITIES

1 Use the **two** methods of decomposition to find the sum:

a 26 + 12 = 38

Tens	Ones

\+

Tens	Ones

=

Tens	Ones

26 (20, 6) + 12 (10, 2) = 38 (30, 8)

b 52 + 13 = 65

Tens	Ones

\+

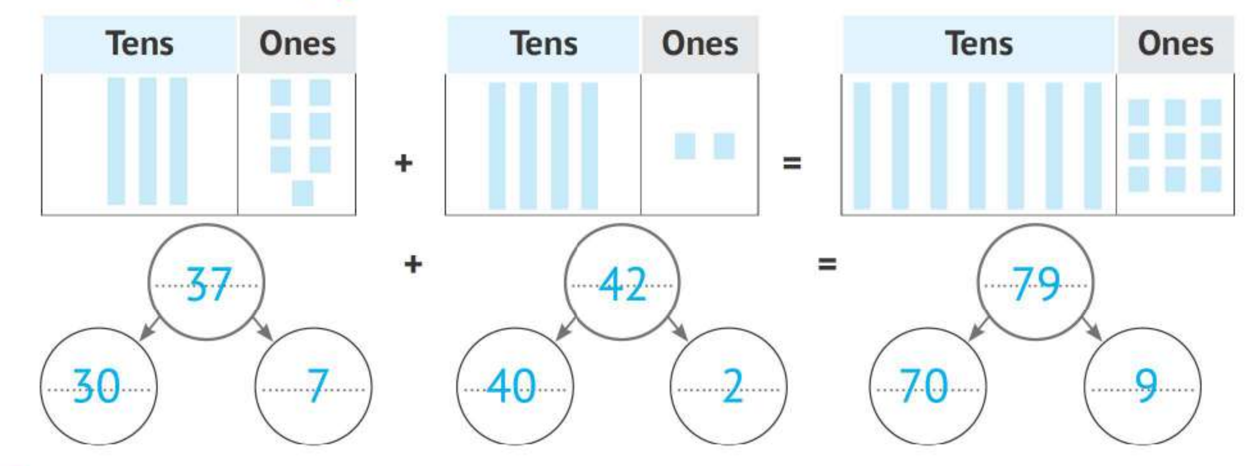
Tens	Ones

=

Tens	Ones

52 (50, 2) + 13 (10, 3) = 65 (60, 5)

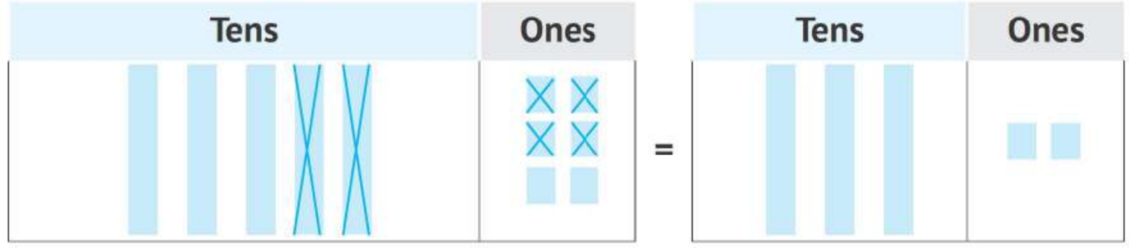
c 37 + 42 = 79

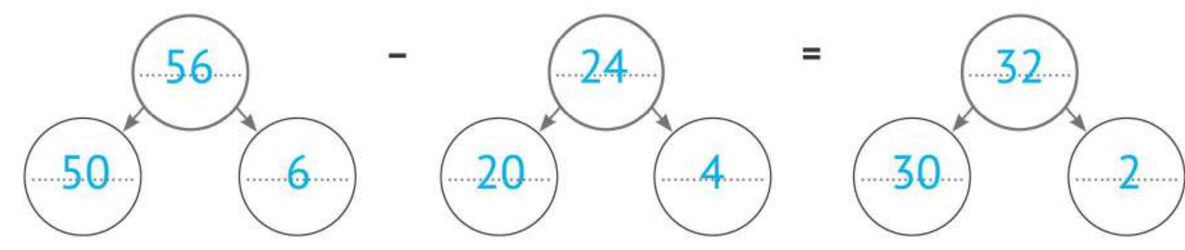


37 (30, 7) + 42 (40, 2) = 79 (70, 9)

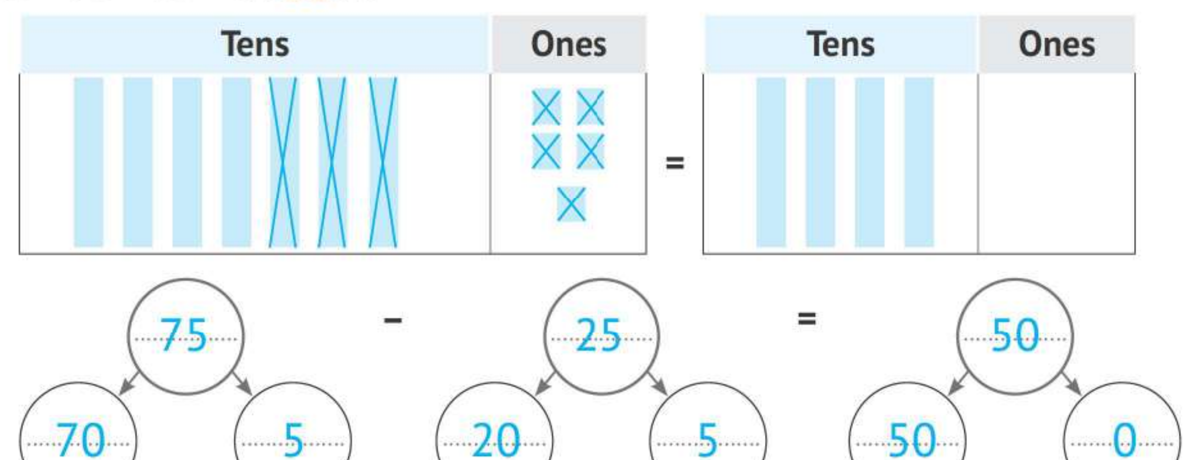
2 Use the two methods of decomposition to find the difference:

a) 56 – 24 = 32

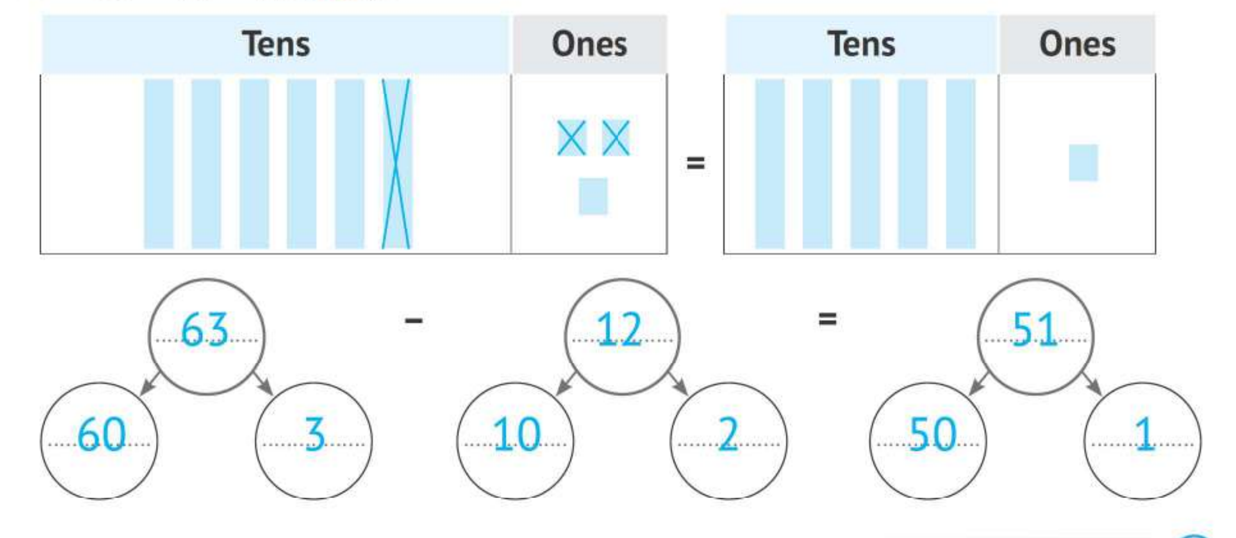




b) 75 – 25 = 50



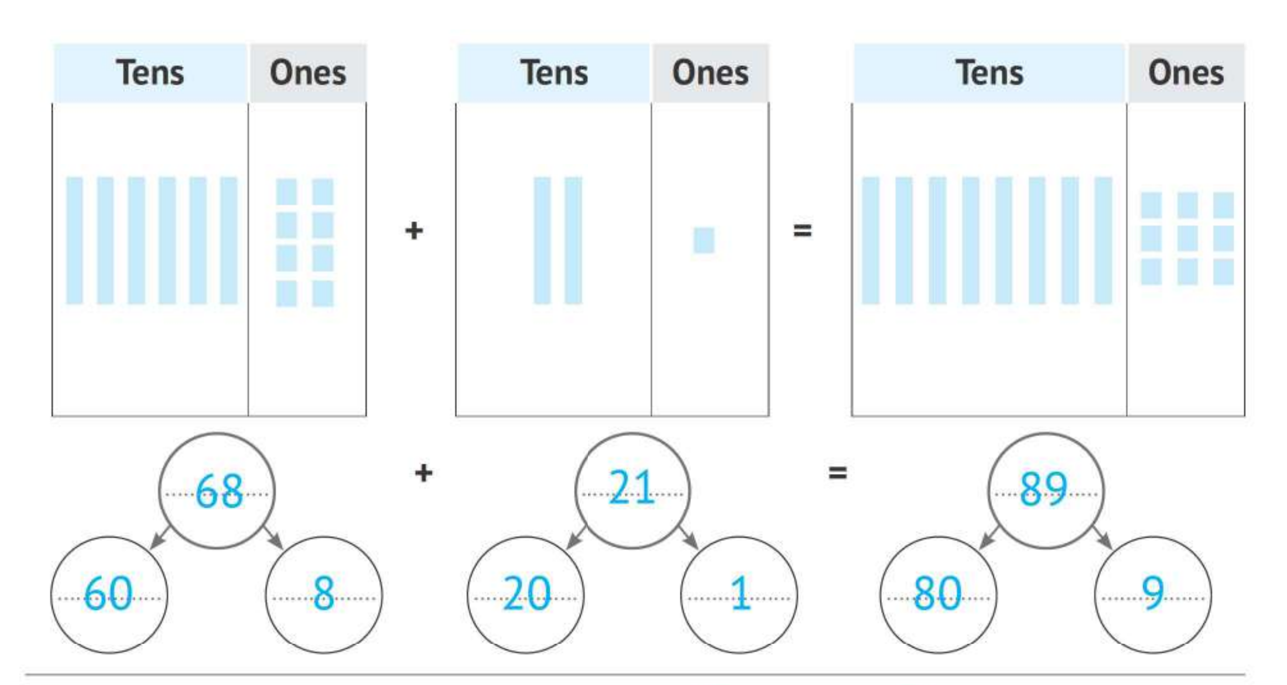
c) 63 – 12 = 51



3 Read the problems and decompose to solve:

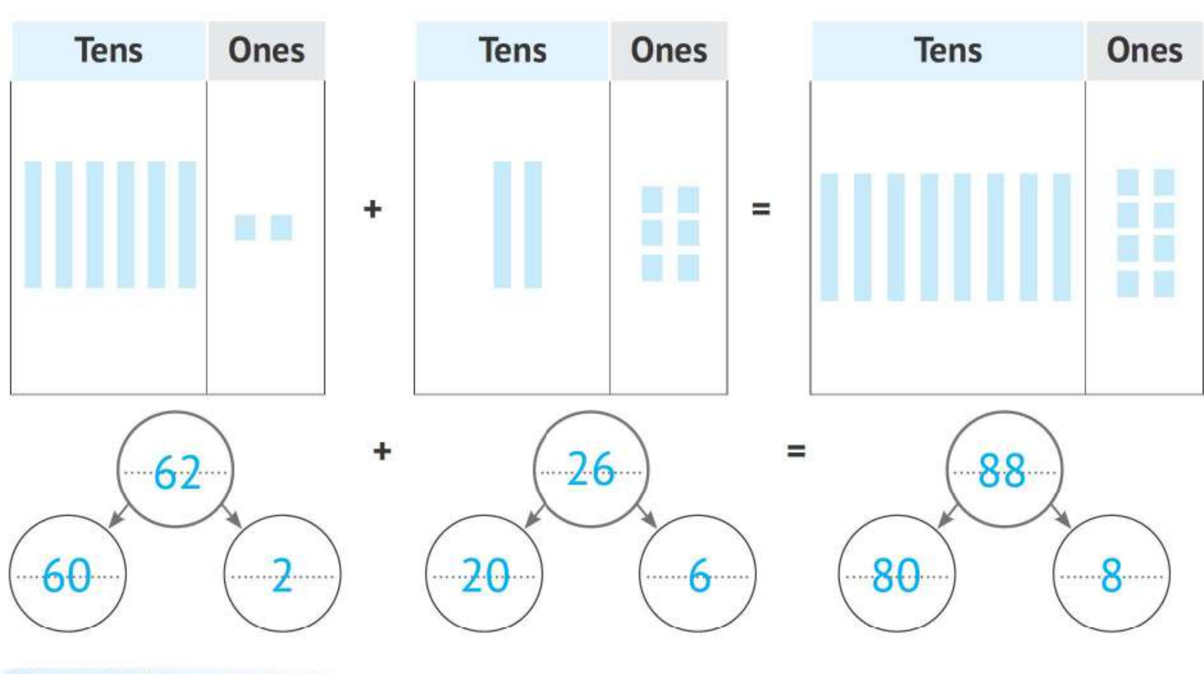
ⓐ Miryam found 68 seashells on the beach. Her sister found 21 seashells.
How many seashells did they find in all?

68 + 21 = 89



ⓑ Aisha went on a bug hunt. She found 62 ants and 26 crickets.
How many bugs did she find in all?

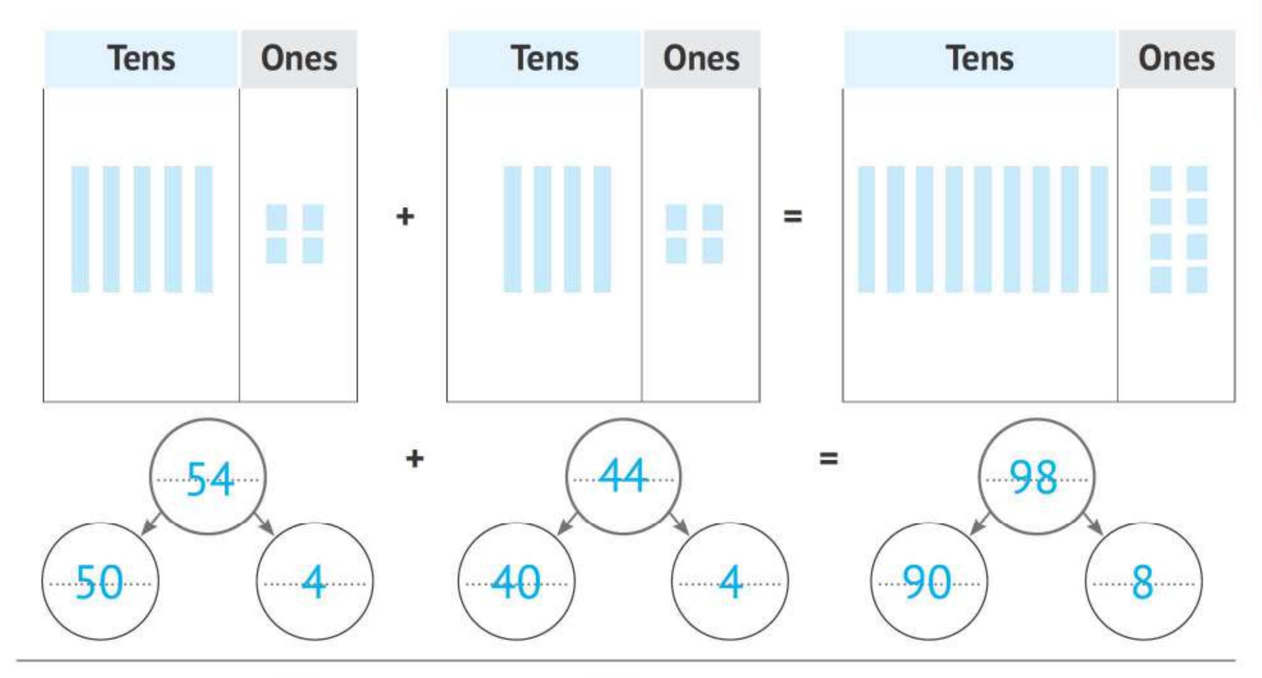
62 + 26 = 88



ⓒ Layla has a collection of stickers. She has 54 car stickers and 44 superhero stickers.

How many stickers does Layla have all together?

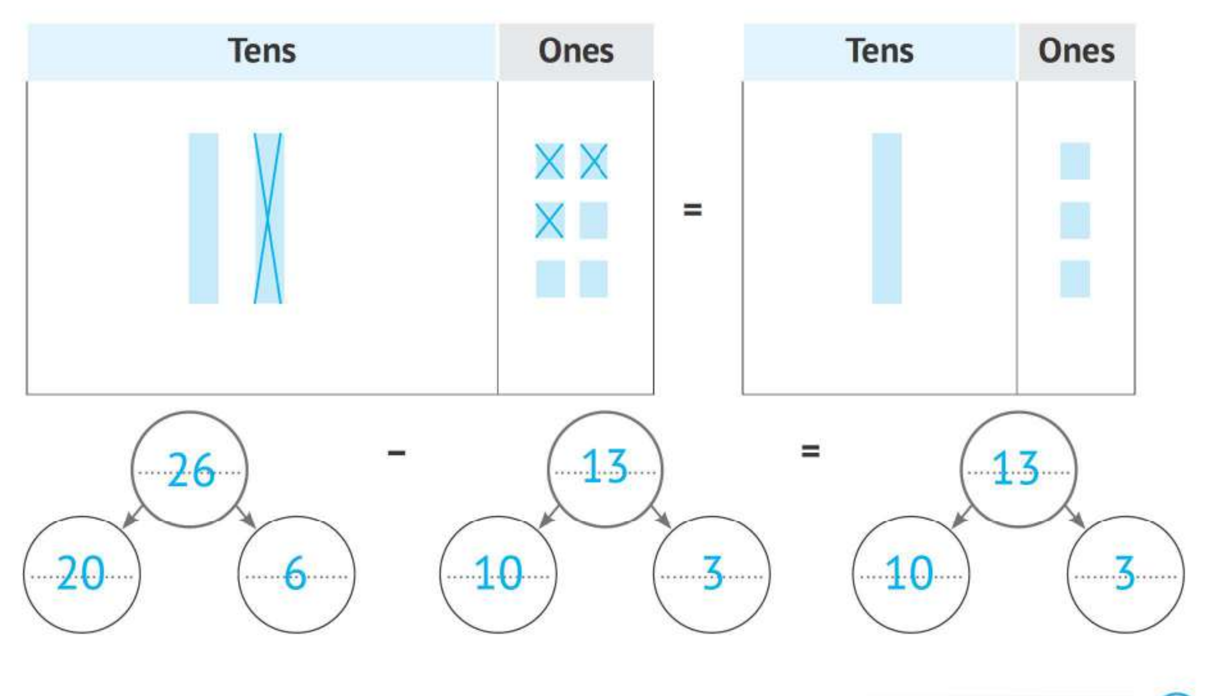
54 + 44 = 98



ⓓ Rashida had 26 dates. She gave 13 of them to her sister.

How many dates does Rashida have left?

26 − 13 = 13



e Samir had 65 coins in his collection, but then he lost 24 of them. How many coins does he have left?

65 – 24 = 41

Tens	Ones		Tens	Ones
		=		

65 – 24 = 41

60, 5 – 20, 4 = 40, 1

f Kamiliah sewed 59 beads on her dress. Unfortunately, 16 of them fell off. How many beads are left on her dress?

59 – 16 = 43

Tens	Ones		Tens	Ones
		=		

59 – 16 = 43

50, 9 – 10, 6 = 40, 3

4 **Find the result of each of the following:**

a) 45 + 32 = 77
b) 28 − 16 = 12
c) 72 + 15 = 87
d) 39 − 27 = 12
e) 37 + 41 = 78
f) 95 − 32 = 63
g) 58 + 20 = 78
h) 63 − 42 = 21

i) 82 + 17 = 99
j) 25 + 61 = 86
k) 75 − 41 = 34
l) 63 − 22 = 41

m) 43 + 22 = 65
n) 74 + 14 = 88
o) 45 − 42 = 03
p) 76 − 32 = 44

q) 60 + 31 = 91
r) 92 + 3 = 95
s) 88 − 58 = 30
t) 39 − 12 = 27

Accumulative Assessment 11 up to Lesson 5

Chapter 4

First: Choose the correct answer:

a The **value** of the digit 5 in 536 is 500 (5 or 500 or 50)
b 50 + 8 = 58 (8 or 80 or 13)
c 4 + 9 = 9 + 4 (13 or 9 or 4)
d 8 Ones + 7 Tens = 78 (87 or 78 or 15)
e 8 + 7 = 10 + 5 (15 or 7 or 10)

Second: Complete the following:

a The number that comes after 309 is 310
b 400 + 8 + 20 = 428
c The largest 3-different-digit number is 987
d 6 + 30 = 36
e 25 , 35 , 45 , 55 , 65 , 75

Third: Answer the following:

a Arrange the following numbers in an ascending order:

56 , 65 , 66 , 55 , 50

- 50 , 55 , 56 , 65 , 66

b Find the result:

1 32 + 24 = 56

2 48 – 26 = 22

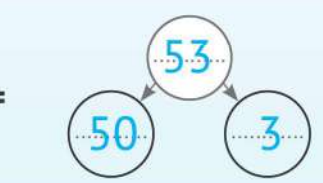
3 64 + 32 = 96

4 69 – 27 = 42

c Eman had 65 LE, and she bought a pen for 12 LE.
Find the remaining money with her. (Decompose to solve)

65 – 12 = 53

=



Estimating the Sum and the Difference – Comparing the Sum and the Estimation

تقدير نواتج الجمع والطرح – مقارنة المجموع والتقدير

Estimation

It is finding a number that is close to another number.

التقدير: هو إيجاد عدد قريب من عدد آخر.

First: Estimation Using the 120 Chart:

الطريقة الأولى: التقدير باستخدام مخطط 120:

Replace the Ones digit by Zero.

ضع صفرًا مكان رقم الآحاد.

If the Ones digit is:
0 , 1 , 2 , 3 or 4,
the Tens digit stays the same.

إذا كان رقم الآحاد 0، 1، 2، 3، 4 يظل رقم العشرات كما هو دون تغيير.

2 2 → 2 0

or

If the Ones digit is:
5 , 6 , 7 , 8 or 9,
add 1 to the Tens digit.

إذا كان رقم الآحاد 5، 6، 7، 8، 9 نقوم بزيادة رقم العشرات بمقدار 1

7 6 (+1) → 8 0

Ex.

- 75 is closer to 80
- 56 is closer to 60
- 33 is closer to 30
- 11 is closer to 10

110
100
90
80
70
60
50
40
30
20
10
0

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Estimation	تقدير	120 Chart	مخطط 120	Closer	قريب
Accepted	مقبول	Place value strategy			إستراتيجية القيمة المكانية

Activity 1 Use the 120 Chart to estimate the following:

Number	Estimation
41	40
42	40
43	40
44	40
45	50

Number	Estimation
46	50
47	50
48	50
49	50
50	50

Activity 2 Use the 120 Chart to estimate the following:

a) 23 → 20
b) 9 → 10
c) 4 → 0
d) 62 → 60
e) 38 → 40
f) 55 → 60

Second: Estimation Using the Place Value Strategy:

To estimate a two-digit number:

- Replace the Ones digit with zero.
- Keep the Tens digit as it is.

24 → 20
47 → 40

الطريقة الثانية: التقدير باستخدام القيمة المكانية:

لتقدير عدد مكون من رقمين:

- نضع الصفر مكان رقم الآحاد.
- الحفاظ على رقم العشرات كما هو بدون تغيير.

Activity 3 Use the place value strategy to estimate:

a) 57 → 50
b) 12 → 10
c) 37 → 30
d) 92 → 90
e) 69 → 60
f) 38 → 30

Estimating to Add & Subtract 2-digit Numbers

التقدير لجمع وطرح عدد مكون من رقمين

Using the 120 Chart

46	→	50
+ 23	→	+ 20
		70

46 + 23 is about **70**

47	→	50
− 14	→	− 10
		40

47 – 14 is about **40**

Using the Place Value Strategy

46	→	40
+ 23	→	+ 20
		60

46 + 23 is about **60**

47	→	40
− 14	→	− 10
		30

47 – 14 is about **30**

Activity 4 Use the 120 Chart to estimate:

a)

34	→	30
+ 28	→	+ 30
		60

34 + 28 is about ......60......

b)

45	→	50
+ 52	→	+ 50
		100

45 + 52 is about ......100......

c)

67	→	70
− 34	→	− 30
		40

67 – 34 is about ......40......

d)

92	→	90
− 19	→	− 20
		70

92 – 19 is about ......70......

Activity 5 Use the place value strategy to estimate:

a

1 3	→		10
+ 2 8	→	+	20
			30

13 + 28 is about 30

b

5 5	→		50
+ 4 2	→	+	40
			90

55 + 42 is about 90

c

7 4	→		70
− 6 9	→	−	60
			10

79 – 69 is about 10

d

9 7	→		90
− 3 7	→	−	30
			60

97 – 37 is about 60

Activity 6

a Heba had 33 LE. She earned an additional 29 LE doing her chores. Estimate how much money she has now. (place value strategy)

33 + 29 → 30 + 20 = 50 LE

b Raj has a 64-minute train ride. He has been on the train for 32 minutes. Estimate how many minutes are left on his train ride.

(place value strategy)

64 – 32 → 60 – 30 = 30 minutes

Accepted or Not Accepted Estimation (Using the Place Value Strategy)

① First, circle the numbers in the Tens place and add them together to estimate the sum.

② Then, decompose the numbers into Tens and Ones. ③ Find the sum.

④ Finally, compare the sum to your estimate. Are they close?

التقدير المقبول أو غير المقبول باستخدام إستراتيجية القيمة المكانية:

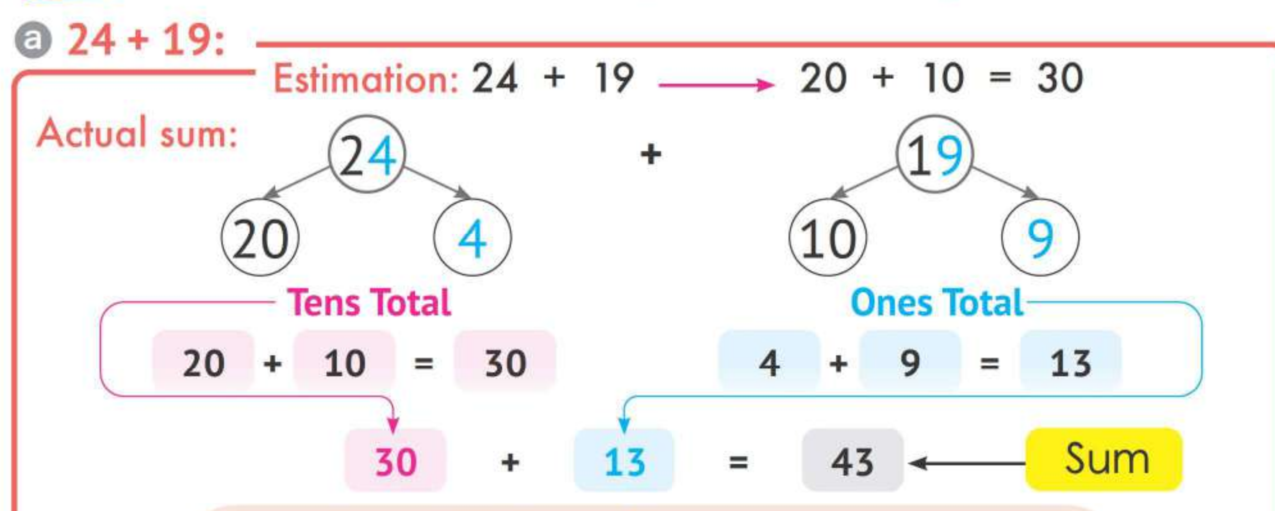
① **أولًا:** ضع دائرة حول الأرقام التي في خانة العشرات واجمعها لتقدير المجموع.

② ثم نحلل الأرقام إلى عشرات وآحاد. ③ أوجد المجموع.

④ أخيرًا قارن المجموع بتقديرك، هل كانا متقاربين؟

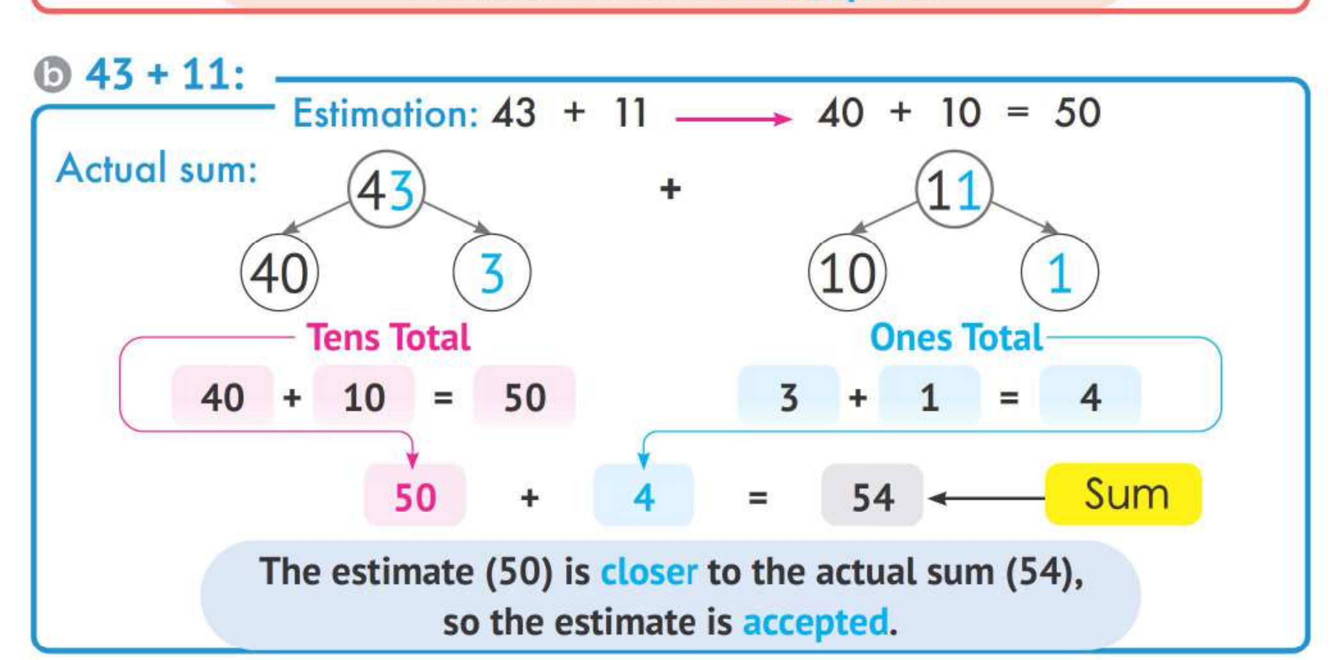
Ex. Estimate the sum of: (use the place value strategy)

ⓐ **24 + 19:**



The estimate (30) is not closer to the actual sum (43), so the estimate is not accepted.

ⓑ **43 + 11:**



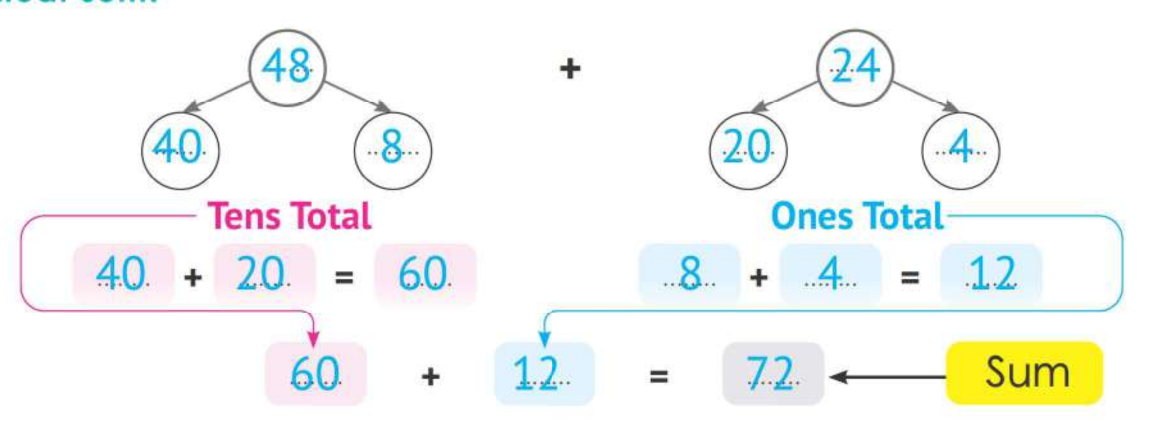
The estimate (50) is closer to the actual sum (54), so the estimate is accepted.

Estimate the sum (use the **place value strategy**):

a 48 + 26:

Estimation: 48 + 24 ⟶ ....40.... + ...20.... = ...30....

Actual sum:



The estimate (....60....) is (closer *or* not closer) to the actual sum (....72....), so the estimate is (accepted *or* not accepted).

b 53 + 32:

Estimation: 53 + 32 ⟶ ....50.... + ...30.... = ...80....

Actual sum:

53 → 50, 3 + 32 → 30, 2

Tens Total: 50 + 30 = 80

Ones Total: 3 + 2 = 5

80 + 5 = 85 ⟵ Sum

The estimate (....80....) is (closer *or* not closer) to the actual sum (....85....), so the estimate is (accepted *or* not accepted).

HOME ACTIVITIES

1 Use the **120 Chart** to estimate the following:

	Number	Estimation
a	71	70
b	72	70
c	73	70
d	74	70
e	75	80

	Number	Estimation
f	76	80
g	77	80
h	78	80
i	79	80
j	80	80

	Number	Estimation
a	11	10
b	12	10
c	13	10
d	14	10
e	15	20

	Number	Estimation
f	16	20
g	17	20
h	18	20
i	19	20
j	20	20

2 Use the **120 Chart** to estimate the following:

ⓐ 36 → 40
ⓑ 75 → 80
ⓒ 54 → 50
ⓓ 62 → 60
ⓔ 83 → 80
ⓕ 91 → 90
ⓖ 17 → 20
ⓗ 67 → 70
ⓘ 46 → 50
ⓙ 9 → 10
ⓚ 36 → 40
ⓛ 96 → 100

3 Use the place value strategy to estimate:

a 8 →	0	b 23 →	20
c 58 →	50	d 72 →	70
e 96 →	90	f 61 →	60
g 13 →	10	h 36 →	30
i 67 →	60	j 83 →	80
k 4 →	0	l 19 →	10

4 Use the 120 Chart to estimate:

a
58 → 60
+ 32 → + 30
= 90

58 + 32 is about 90

b
76 → 80
− 14 → − 10
= 70

76 − 14 is about 70

c
27 → 30
+ 12 → + 10
= 40

27 + 12 is about 40

d
84 → 80
− 35 → − 40
= 40

84 − 35 is about 40

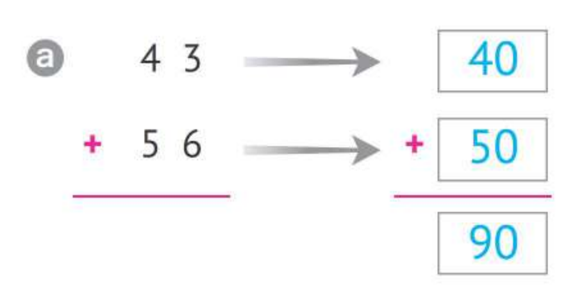
e
34 → 30
+ 29 → + 30
= 60

34 + 29 is about 60

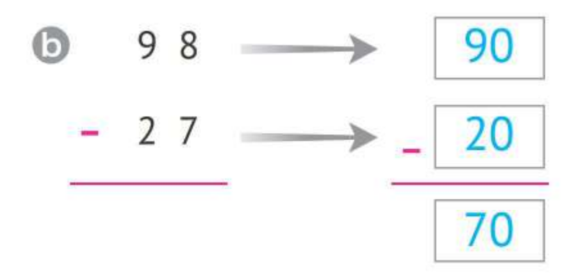
f
48 → 50
− 27 → − 30
= 20

48 − 27 is about 20

5 Use the place value strategy to estimate:

a


43 + 56 is about 90

b


98 – 27 is about 70

c

	52	→	50
+	38	→	+ 30
			80

52 + 38 is about 80

d

	72	→	70
–	51	→	– 50
			20

72 – 51 is about 20

e

	18	→	10
+	38	→	+ 30
			40

18 + 38 is about 40

f

	62	→	60
–	16	→	– 10
			50

62 – 16 is about 50

6 Estimate to answer the following:

a Mona had 84 LE. She bought a toy for 26 LE.

Estimate how much money does she have now. (place value strategy)

84 – 26 = 80 – 20 = 60 LE

b Omnia bought 38 stories one day, then another 49 stories the other day. Estimate the number of stories that Omnia has purchased.

(place value strategy)

$38 + 49 = 30 + 40 = 70$ stories

c If the number of students in a class is 46, and 18 of them are girls. Estimate the number of boys in the class. (place value strategy)

$46 - 18 = 40 - 10 = 30$ boys

d Bassem spent 53 minutes in football training and Rahma spent 47 minutes in swimming training.

Estimate the time Bassem and Rahma spent in training.

(place value strategy)

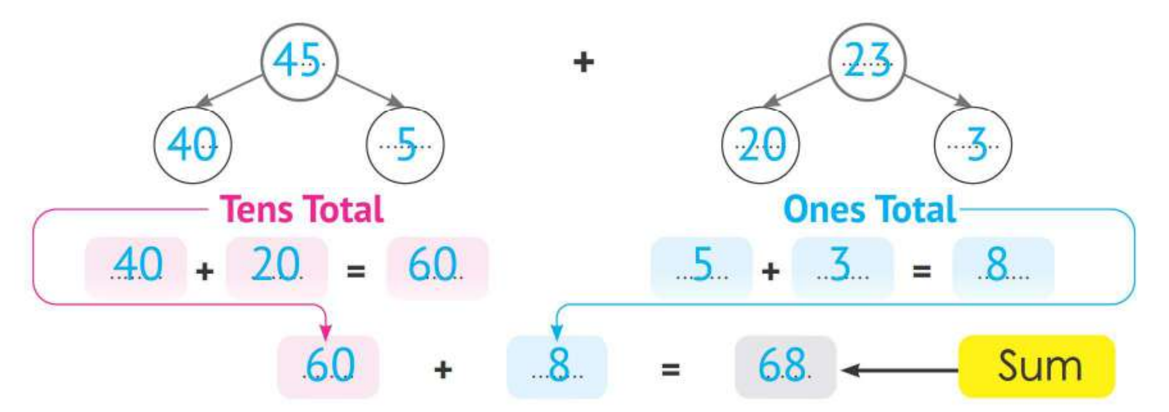
$53 + 47 = 50 + 40 = 90$ minutes

7 Estimate the sum using the place value strategy:

ⓐ 45 + 23:

Estimation: 45 + 23 → 40 + 20 = 60

Actual sum:



40 + 20 = 60

5 + 3 = 8

60 + 8 = 68 ← Sum

The estimate (60) is (closer *or* not closer) to the actual sum (68), so the estimate is (accepted *or* not accepted).

ⓑ 62 + 13:

Estimation: 62 + 13 → 60 + 10 = 70

Actual sum:

62 → 60, 2 + 13 → 10, 3

Tens Total: 60 + 10 = 70

Ones Total: 2 + 3 = 5

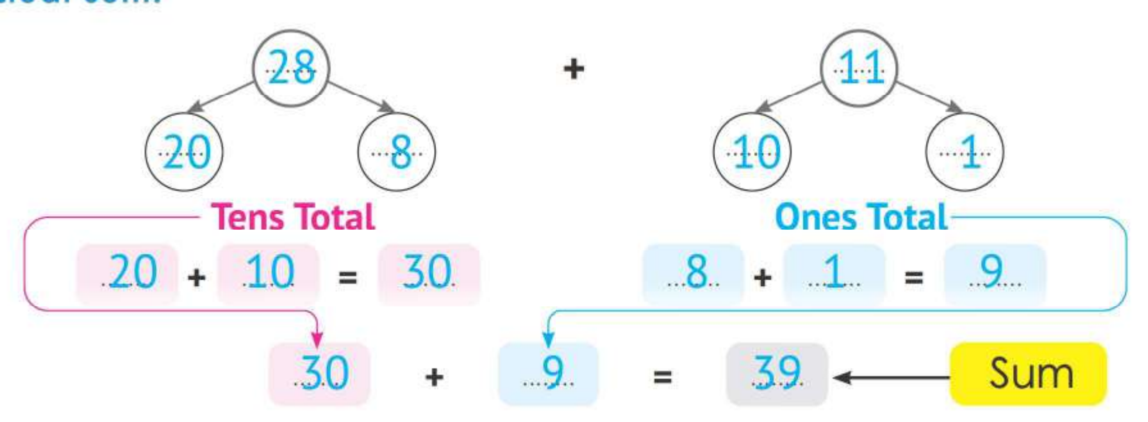
70 + 5 = 75 ← Sum

The estimate (70) is (closer *or* not closer) to the actual sum (75), so the estimate is (accepted *or* not accepted).

ⓒ 28 + 11:

Estimation: 28 + 11 ⟶ ....20.... + ...10.... = ...30....

Actual sum:



The estimate (........30........) is (closer *or* not closer)
to the actual sum (........39........),
so the estimate is (accepted *or* not accepted).

ⓓ 52 + 23:

Estimation: 52 + 23 ⟶ ....50.... + ...20.... = ...70....

Actual sum:

52 → 50, 2 + 23 → 20, 3

Tens Total: 50 + 20 = 70

Ones Total: 2 + 3 = 5

70 + 5 = 75 ⟵ Sum

The estimate (........70........) is (closer *or* not closer)
to the actual sum (........75........),
so the estimate is (accepted *or* not accepted).

8 Complete the following table (as in the example):

Addition Process	Actual Sum	Estimation Using Place Value Strategy	Accepted	Not Accepted
48 + 31	79	40 + 30 = 70		✓
75 + 14	89	70 + 10 = 80		✓
41 + 23	64	40 + 20 = 60	✓	
63 + 15	78	60 + 10 = 70		✓
14 + 15	29	10 + 10 = 20		✓
27 + 32	59	20 + 30 = 50		✓
20 + 13	33	20 + 10 = 30	✓	
42 + 21	63	40 + 20 = 60	✓	

Accumulative Assessment 12 up to Lesson 7

Chapter 4

First: Choose the correct answer:

a The greatest number formed from the digits 3, 5 and 8 is 853 .
(538 or 853 or 385)

b 7 Hundreds + 2 Tens + 3 Ones = 723 (723 or 327 or 273)

c 5 + 0 + 2 = 7 (502 or 52 or 7)

d 5 + 7 = 7 + 5 (7 or 5 or 12)

e 8 + 7 = 7 + 1 + 7 (7 or 8 or 1)

Second: Complete the following:

a The smallest number formed from 3 digits is 100

b The estimation of 56 is 60 (Using the 120 Chart)

c The estimation of 56 is 50 (Using the place value strategy)

d 15 – 8 = 15 – 5 – 3

e 256 , 257 , 258 , 259 , 260 , 261

Third: Answer the following:

a Complete using (< , = or >):

1 456 > 40 + 56

2 50 Tens = 5 Hundreds

3 7 + 6 = 6 + 7

4 7 Hundreds + 4 Tens > 704

b Estimate to find the result (Using the 120 Chart):

1 45 + 32 → 50 + 30 = 80

2 69 – 45 → 70 – 50 = 20

c Nihal has 46 LE and Sama has 23 LE.

Estimate how much money do they have all together. (place value strategy)

46 + 23 = 40 + 20 = 60 LE

Adding by Regrouping Ones

الجمع بإعادة تجميع الآحاد

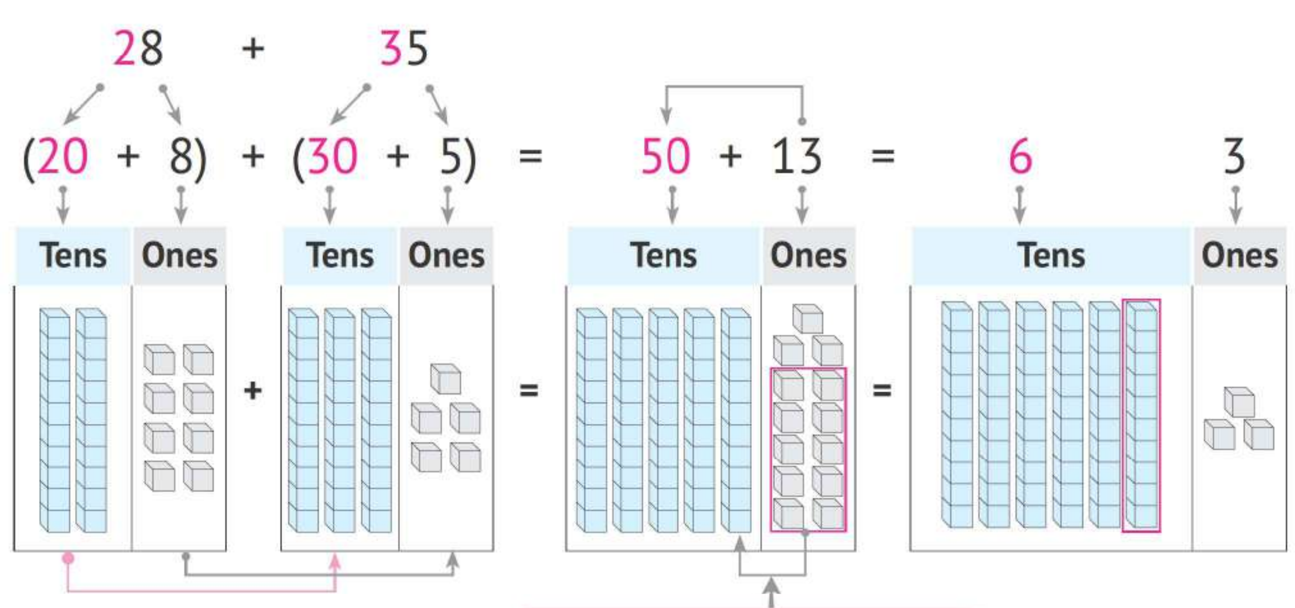
Learn

- Regrouping means changing the way you group your Tens and Ones.
- إعادة التجميع يعني تغيير الطريقة التي تجمع بها العشرات والآحاد.

Ex. Add: 28 + 35 = ...

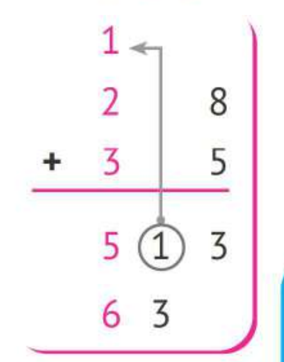
28 + 35

(20 + 8) + (30 + 5) = 50 + 13 = 6 3

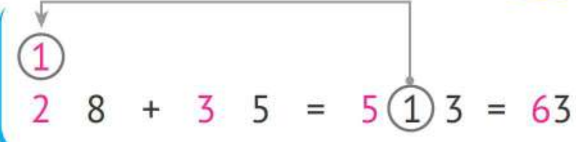


(2 Tens + 8 Ones) + (3 Tens + 5 Ones)

= 5 Tens + 13 Ones = 6 Tens + 3 Ones = 63



8 plus 5 equals 13,
write 3 and carry one over 2.
2 becomes 3, and
3 plus 3 equals 6.



Activity 1

Draw Tens (sticks) and Ones (small boxes) to represent each addend. Regroup the Ones and find the sum:

a) 46 + 37 = → 83

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

b) 28 + 27 = → 55

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

c) 39 + 45 = → 84

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

d) 38 + 46 = → 84

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

Find the sum of each of the following:

a)
```
   3 6
 + 4 9
 -----
   85
```

b)
```
   4 5
 + 3 9
 -----
   84
```

c)
```
   2 8
 + 1 7
 -----
   45
```

d)
```
   7 3
 +   7
 -----
   80
```

e)
```
   6 4
 +   7
 -----
   71
```

f)
```
   2 8
 + 5 6
 -----
   84
```

g)
```
   2 7
   5 2
 + 1 8
 -----
   97
```

h)
```
   4 9
     6
 + 3 8
 -----
   93
```

i) 45 + 19 = 64

j) 63 + 28 = 91

k) 77 + 5 = 82

l) 39 + 27 = 66

m) 49 + 36 = 85

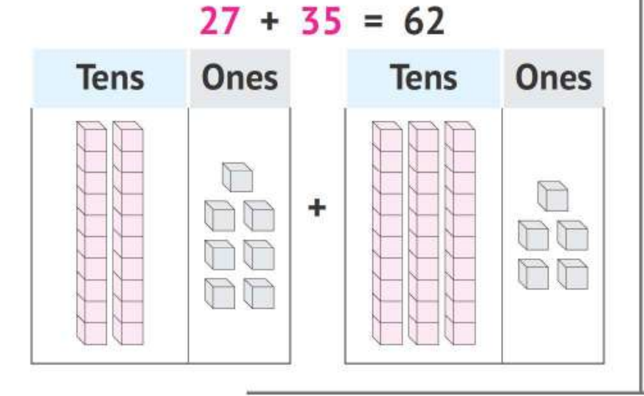
n) 45 + 37 = 82

o) 46 + 18 + 28 = 92

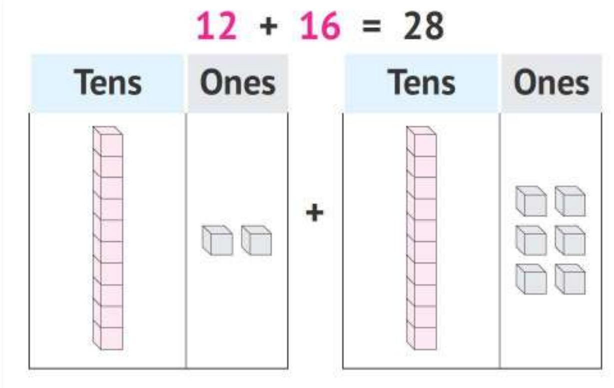
p) 39 + 6 + 29 = 74

27 + 35 + 12 + 16

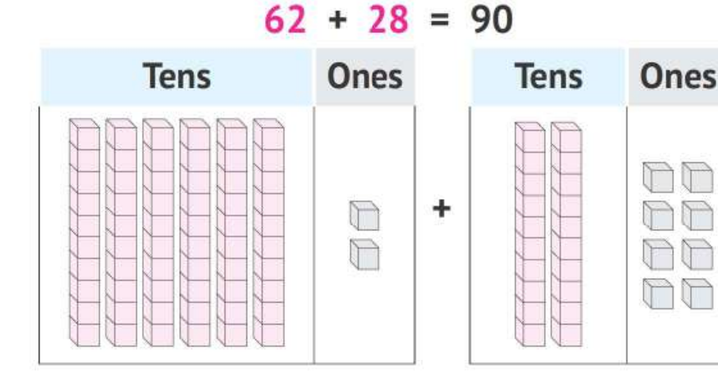
27 + 35 = 62



12 + 16 = 28



62 + 28 = 90



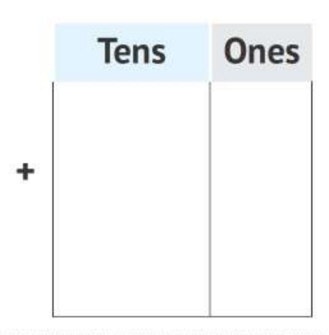
Activity 3 Solve, as in the previous example:

a 15 + 27 + 38 + 14

.... + ... = ... | .... + ... = ...

Tens	Ones		Tens	Ones
		+		

Tens	Ones		Tens	Ones
		+		



.... + ... = 94

Tens	Ones		Tens	Ones
		+		

b 37 + 26 + 15 + 17

.... + ... = ... | .... + ... = ...

Tens	Ones		Tens	Ones
		+		

Tens	Ones		Tens	Ones
		+		

.... + ... = 95

Tens	Ones		Tens	Ones
		+		

1 Draw Tens (sticks) and Ones (small squares) to represent each addend. Regroup the Ones and find the sum:

a 56 + 28 = ⟶ 84

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

b 63 + 17 = ⟶ 80

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

c 49 + 25 = ⟶ 74

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

d 51 + 39 = ⟶ 90

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

e 73 + 9 = → 82

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

f 27 + 36 = → 63

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

g 58 + 26 = → 84

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

h 17 + 58 + 19 = → 94

Tens	Ones		Tens	Ones		Tens	Ones	
		+			+			=

Tens	Ones		Tens	Ones
		=		

2 Find the sum of each of the following:

1. $\begin{array}{r} 37 \\ +58 \\ \hline 95 \end{array}$
2. $\begin{array}{r} 23 \\ +47 \\ \hline 70 \end{array}$
3. $\begin{array}{r} 86 \\ +4 \\ \hline 90 \end{array}$
4. $\begin{array}{r} 3 \\ +65 \\ \hline 68 \end{array}$
5. $\begin{array}{r} 26 \\ +46 \\ \hline 72 \end{array}$
6. $\begin{array}{r} 39 \\ +55 \\ \hline 94 \end{array}$
7. $\begin{array}{r} 18 \\ +27 \\ \hline 45 \end{array}$
8. $\begin{array}{r} 23 \\ +9 \\ \hline 32 \end{array}$
9. $\begin{array}{r} 37 \\ +39 \\ \hline 76 \end{array}$
10. $\begin{array}{r} 79 \\ +9 \\ \hline 88 \end{array}$
11. $\begin{array}{r} 33 \\ +49 \\ \hline 82 \end{array}$
12. $\begin{array}{r} 44 \\ +34 \\ \hline 78 \end{array}$
13. $\begin{array}{r} 25 \\ +35 \\ +15 \\ \hline 75 \end{array}$
14. $\begin{array}{r} 26 \\ +29 \\ +24 \\ \hline 79 \end{array}$
15. $\begin{array}{r} 33 \\ +49 \\ \hline 82 \end{array}$

16. 56 + 29 = 85
17. 36 + 38 = 74
18. 27 + 68 = 95
19. 7 + 56 = 63
20. 38 + 57 = 95
21. 46 + 29 = 75
22. 49 + 26 = 75
23. 5 + 67 = 72
24. 16 + 75 = 91
25. 60 + 13 = 73
26. 64 + 9 = 73
27. 24 + 58 = 82
28. 9 + 44 = 53
29. 53 + 39 = 92
30. 52 + 39 = 91
31. 72 + 19 = 91
32. 23 + 58 = 81
33. 29 + 49 = 78
34. 75 + 5 = 80
35. 48 + 34 = 82
36. 82 + 8 = 90
37. 69 + 9 = 78
38. 18 + 46 + 17 = 81
39. 13 + 63 + 18 = 94
40. 45 + 25 + 9 = 79
41. 67 + 12 + 8 = 87

3 Add to find the result:

a 45 + 18 + 17 + 19

.... + ... = ... | .... + ... = ...

Tens	Ones

+

Tens	Ones

Tens	Ones

+

Tens	Ones

.... + ... = 99

Tens	Ones

+

Tens	Ones

b 26 + 24 + 35 + 9

.... + ... = ... | .... + ... = ...

Tens	Ones

+

Tens	Ones

Tens	Ones

+

Tens	Ones

.... + ... = 94

Tens	Ones

+

Tens	Ones

c) 19 + 17 + 25 + 16

.... + ... = ...

Tens	Ones

+

Tens	Ones

.... + ... = ...

Tens	Ones

+

Tens	Ones

.... + ... = 77

Tens	Ones

+

Tens	Ones

d) 8 + 18 + 17 + 29

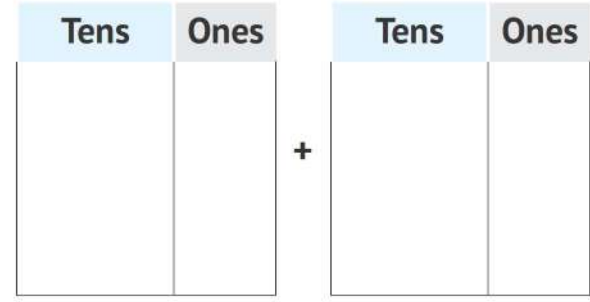
.... + ... = ...

Tens	Ones

+

Tens	Ones

.... + ... = ...



.... + ... = 72

Tens	Ones

+

Tens	Ones

Accumulative Assessment 13 up to Lesson 10

Chapter 4

First: Choose the correct answer:

a) Nine hundred sixty = 960 (960 or 690 or 906)

b) The **value** of the digit 8 in 819 is 800 (8 or 80 or 800)

c) 800 + 9 + 60 = 869 (896 or 869 or 698)

d) 5 Hundreds + 2 Ones = 502 (502 or 520 or 205)

e) The smallest 3-digit number is 100 (100 or 102 or 111)

Second: Complete the following:

a) The **place value** of the digit 7 in 276 is tens

b) 783 = 700 + 80 + 3

c) 9 Ones + 6 Tens + 8 Hundreds = 869

d) The smallest number formed from the digits 6, 8 and 0 is 608

e) 695 , 696 , 697 , 698 , 699 , 700

Third: Answer the following:

a) Find the result:

1. 15 + 38 = 53
2. (15 + 28) + (19 + 37) = 43 + 56 = 99
3. 28 + 45 = 73
4. (17 + 13) + (26 + 28) = 30 + 54 = 84

b) Complete using (<, = or >):

1. 107 < 701
2. Two hundred sixteen < 260
3. 203 > 2 + 0 + 3
4. 4 Hundreds + 8 Tens = 400 + 80

c) Match:

1	5 Hundreds + 1 Tens + 7 Ones	400 + 56	a
2	6 Ones + 5 Tens + 4 Hundreds	270 + 4	b
3	200 + 70 + 4	500 + 17	c

(1 → c, 2 → a, 3 → b)

Assessment on Chapter 4

First: Find the result:

a) 49 − 7 ....42....
b) 65 + 9 ....74....
c) 63 + 8 ....71....
d) 20 − 4 ....16....

Second: Complete the following:

a) 17 + 5 = 5 + ...17.... = ...22....
b) 23 + ...6.... = 6 + ...23.... = ...29....
c) 5 + 4 = ...4.... + 5 = ...9....

Third: Answer the following:

a) Use the **120 Chart** to estimate:

1)
$$\begin{array}{r} 63 \\ +\ 17 \\ \hline \end{array} \longrightarrow \begin{array}{r} \square \\ +\ \square \\ \hline 80 \end{array}$$

2)
$$\begin{array}{r} 45 \\ +\ 22 \\ \hline \end{array} \longrightarrow \begin{array}{r} \square \\ +\ \square \\ \hline 70 \end{array}$$

3)
$$\begin{array}{r} 89 \\ -\ 75 \\ \hline \end{array} \longrightarrow \begin{array}{r} \square \\ -\ \square \\ \hline 10 \end{array}$$

4)
$$\begin{array}{r} 61 \\ -\ 28 \\ \hline \end{array} \longrightarrow \begin{array}{r} \square \\ -\ \square \\ \hline 30 \end{array}$$

b) Wafaa collected 47 red flowers and Rana collected 32 white flowers.
Find the difference between them.
The difference = ...47.... − ....32.... = ..15 flowers..

c) Youssef has 75 pounds and his mother gave him 12 pounds.
What is the total amount of money with Youssef?
The total amount = ...75.... + ...12.... = ..87 pounds..

Chapter 5

Chapter Lessons

2-dimensional Shapes

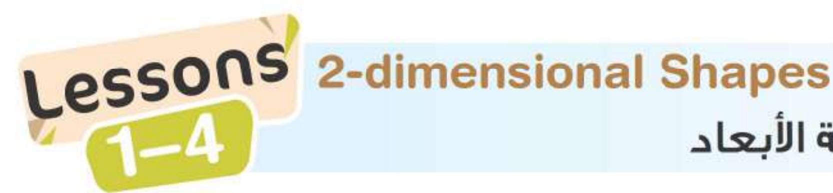
Outcomes:
- Participating in Calendar Math Activities.
- Identifying and naming two-dimensional shapes.
- Describing the attributes of two-dimensional shapes.
- Identifying shapes that have specified attributes.
- Sorting two-dimensional shapes based on attributes.
- Identifying and drawing two-dimensional shapes based on given attributes.
- Describing and identifying two-dimensional shapes by their attributes.
- Arranging two-dimensional shapes to create a picture.

3-dimensional Shapes

Outcomes:
- Participating in Calendar Math Activities.
- Identifying and naming three-dimensional shapes.
- Identifying and counting attributes of three-dimensional shapes.
- Identifying three-dimensional shapes based on attributes.
- Sorting three-dimensional shapes based on attributes.
- Building three-dimensional shapes.
- Describing the attributes of three-dimensional shapes.

Measuring the Length in Centimeters – Estimating the Length – Measuring the Side Length of a Geometric Shape

Outcomes:
- Participating in Calendar Math Activities.
- Measuring the lengths of objects in centimeters.
- Describing strategies to accurately measure the lengths of objects.
- Explaining the relationship between centimeters and meters.
- Measuring objects to the nearest centimeter.
- Estimating lengths of objects to benchmark lengths of 1, 10, 50, and 100 centimeters.
- Estimating and confirming the length of an object.
- Measuring the sides of two-dimensional shapes.



Lessons 1–4 2-dimensional Shapes

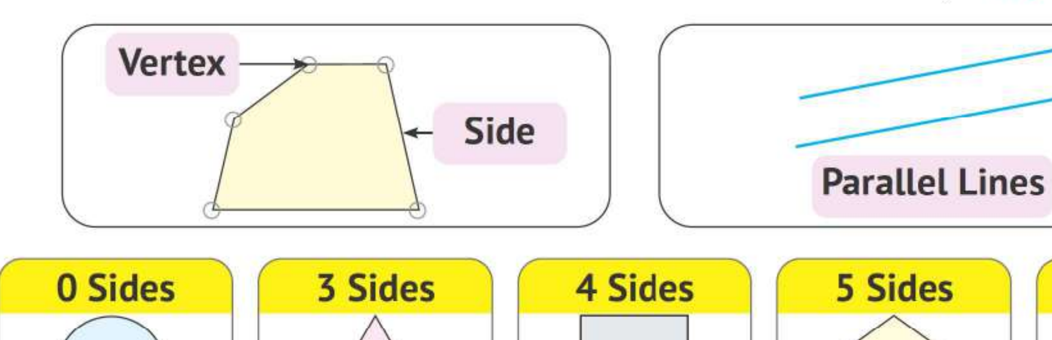
الأشكال الهندسية ثنائية الأبعاد

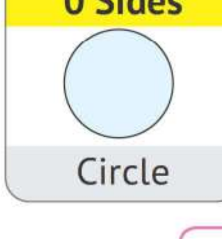
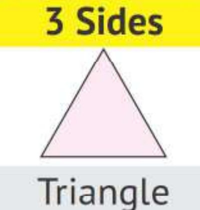
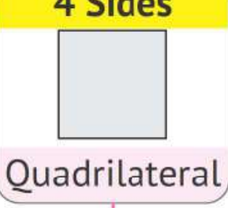
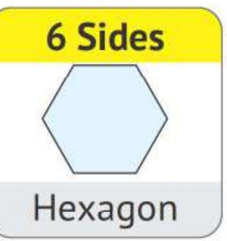
Important Notes:

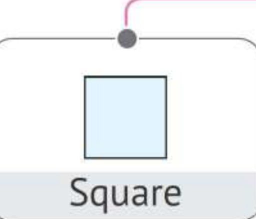
- Two-dimensional shapes are **closed flat shapes**.
- **الأشكال ثنائية الأبعاد** هي أشكال مُسطحة مغلقة.
- Two-dimensional shapes are formed from **line segments** (sides).
- **تتكون الأشكال ثنائية الأبعاد** من قطع مستقيمة (الأضلاع).
- **Vertex:** is the point where each two sides meet.
- **الرأس** هو النقطة التي يلتقي فيها كل ضلعين.
- Two-dimensional shapes are named according to **the number of sides they have:**
- تسمى الأشكال ثنائية الأبعاد وفقًا لعدد الأضلاع.

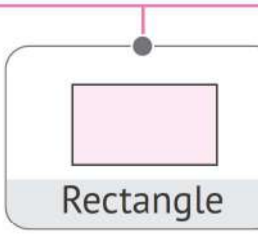
  3 Sides → Triangle 4 Sides → Quadrilateral
  5 Sides → Pentagon 6 Sides → Hexagon

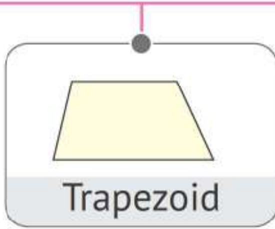
- **Parallel lines** are lines that do not intersect, even if they are extended like a railway.
- **الخطوط المتوازية** هي خطوط لا تتقاطع حتى لو كانت ممتدة، مثل السكك الحديدية.

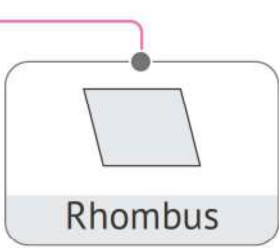


0 Sides	3 Sides	4 Sides	5 Sides	6 Sides
				
Circle	Triangle	Quadrilateral	Pentagon	Hexagon


Square


Rectangle


Trapezoid


Rhombus

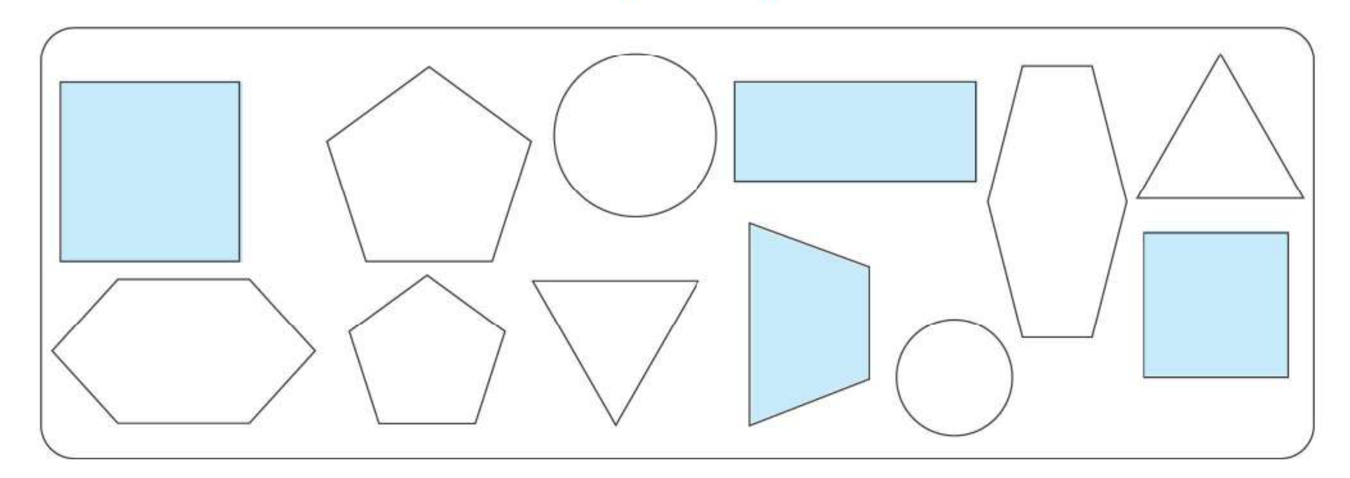
Attributes of Two-dimensional Shapes

Shape		Name	Attributes	
			Sides	Vertices
		Triangle	3	3
Quadrilaterals		Square	4 equal	4
Quadrilaterals		Rectangle	4 (2 short, 2 long)	4
Quadrilaterals		Trapezoid	4 (2 parallel, 2 not parallel)	4
Quadrilaterals		Rhombus	4 equal	4
		Pentagon	5	5
		Hexagon	6	6
		Circle	0	0

Match each shape to its name:

Shape	Name	Shape
a	Triangle	e
b	Rhombus	f
c	Hexagon	g
d	Trapezoid	h
	Square	
	Pentagon	
	Rectangle	
	Circle	

Color the quadrilateral shapes (4 sides):



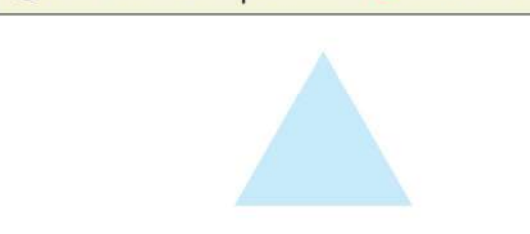
Complete the following sentences:

a) The triangle has ...3... sides.
b) The hexagon has ...6... sides.
c) The square has ...4... vertices.
d) The pentagon has ...5... vertices.

Draw:

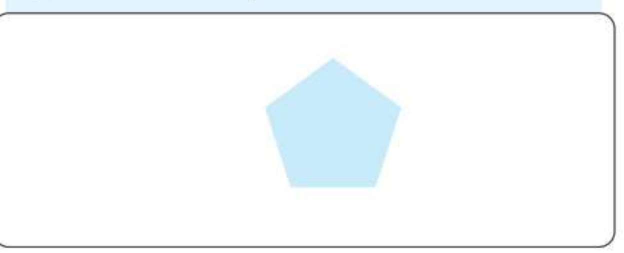
a) Draw a shape with 4 sides.

b) Draw a shape with 3 vertices.



c) Draw a shape with 0 sides.

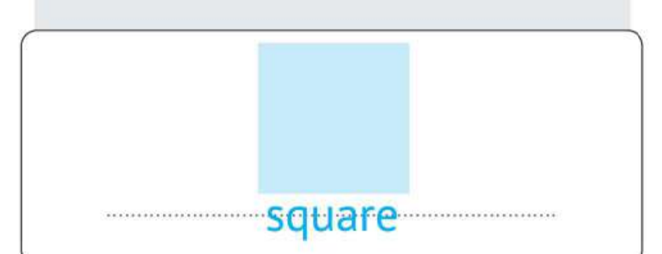
d) Draw a shape with 5 vertices.



Activity 5

Who am I? (Draw the shape, then write its name)

a) I am a shape with 4 equal sides.



...square...

b) I am a shape with 4 sides (2 long sides and 2 short sides).

...rectangle...

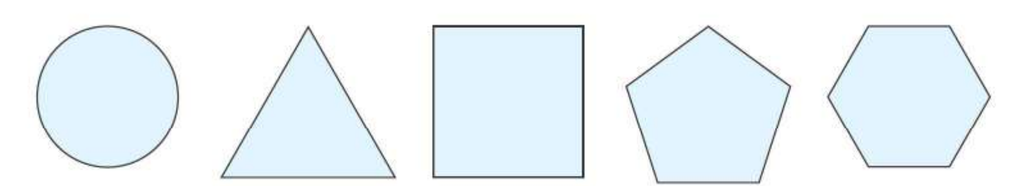
c) I am a shape with 5 sides.

...pentagon...

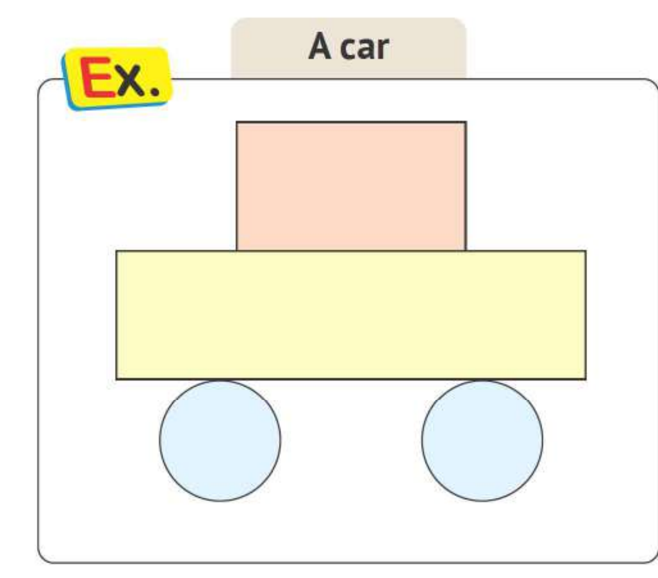
d) I am a shape with 6 sides.

...hexagon...

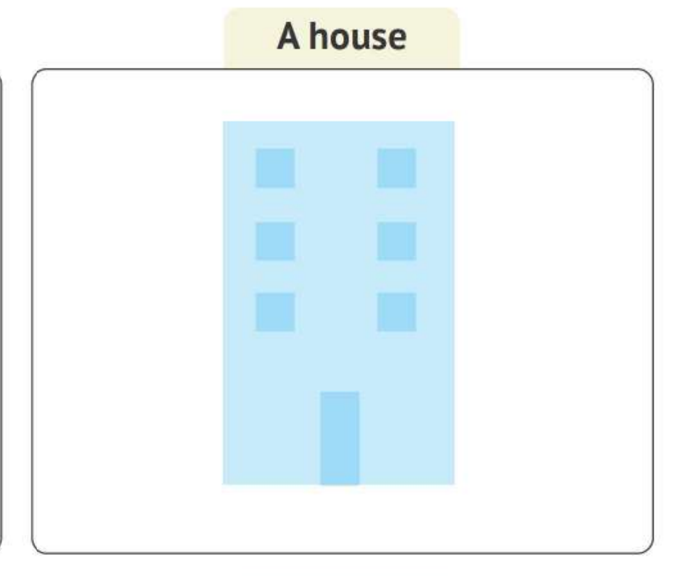
Use the following shapes to form:



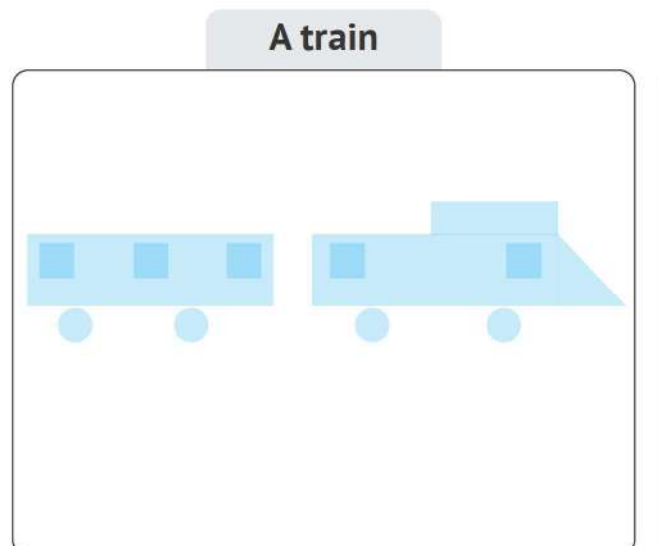
A car



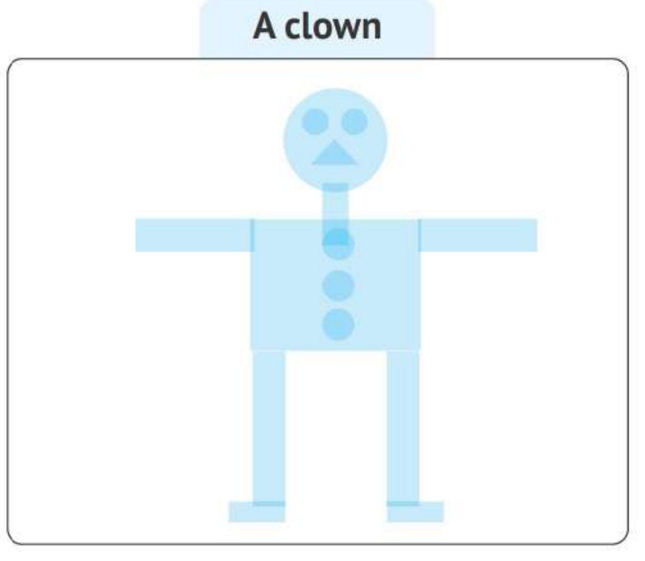
A house



A train



A clown

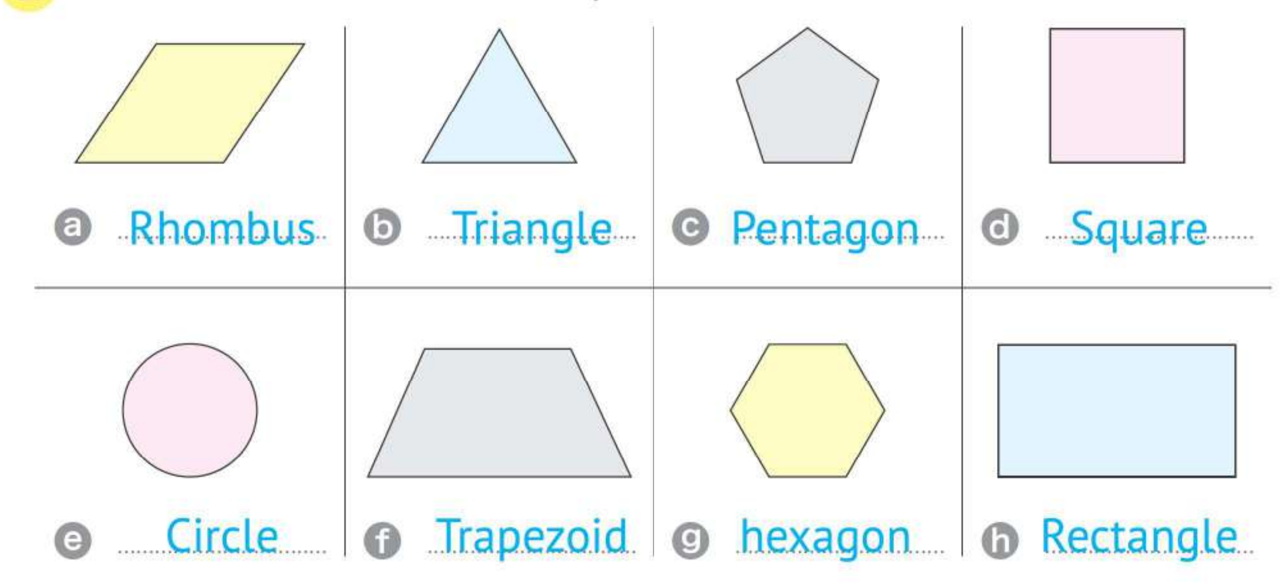


HOME ACTIVITIES

1 Complete the following table:

Shape		Name	Attributes	
			Sides	Vertices
		....	....	....
Quadrilaterals		....	....	....
		....	.... (.......... long, ... short)	....
		....	.... (.......... parallel, ... not parallel)	....
		....	....	....
		....	....	....
		....	....	....
		....	....	....

2 **Write the name of each shape:**



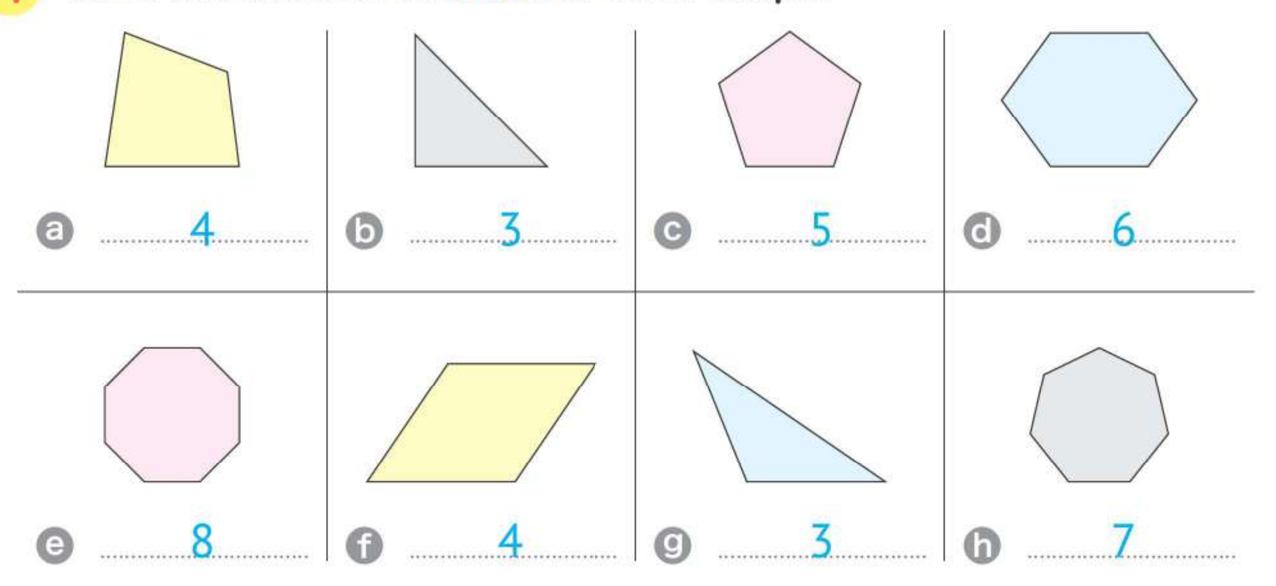
3 **Match each shape to its name:**

a — Triangle
b — Square
c — Rectangle
d — Trapezoid

Triangle
Rhombus
Hexagon
Trapezoid
Square
Pentagon
Rectangle
Circle

e — Rhombus
f — Pentagon
g — Hexagon
h — Circle

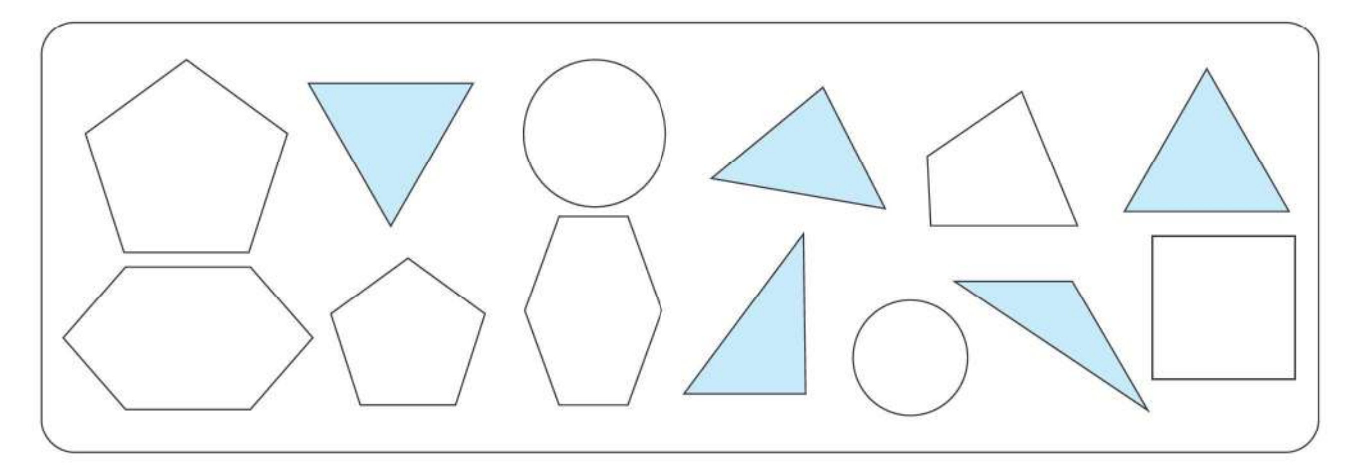
4 Write the number of sides of each shape:



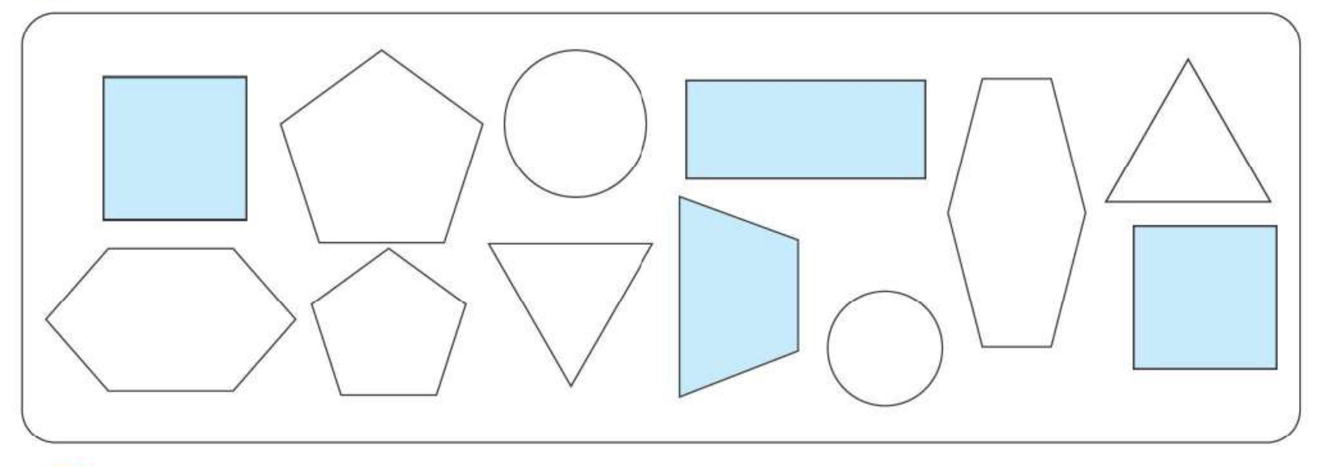
a 4 b 3 c 5 d 6

e 8 f 4 g 3 h 7

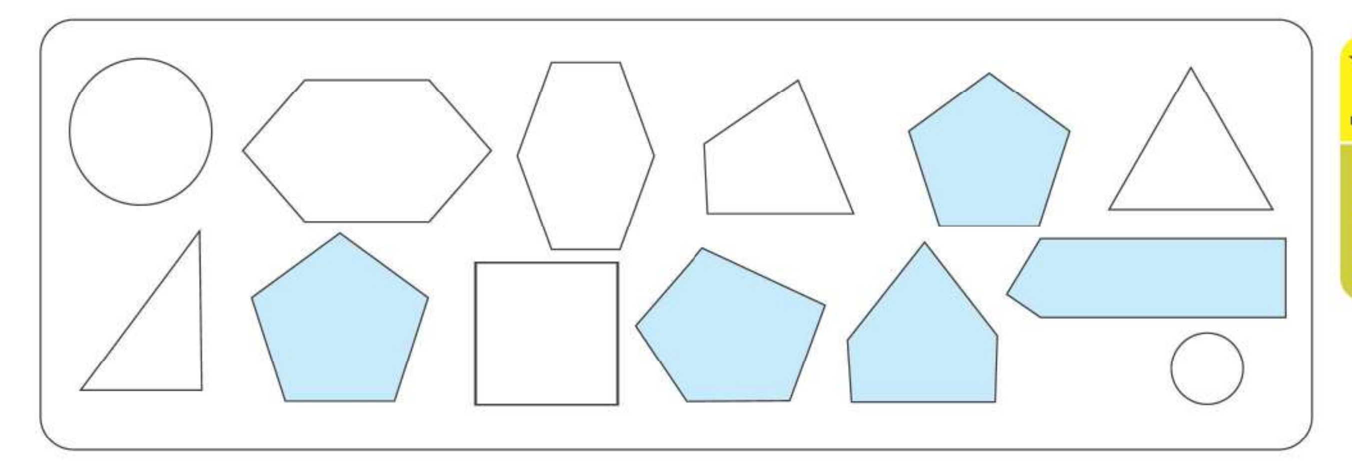
5 Color the triangles (3 sides):



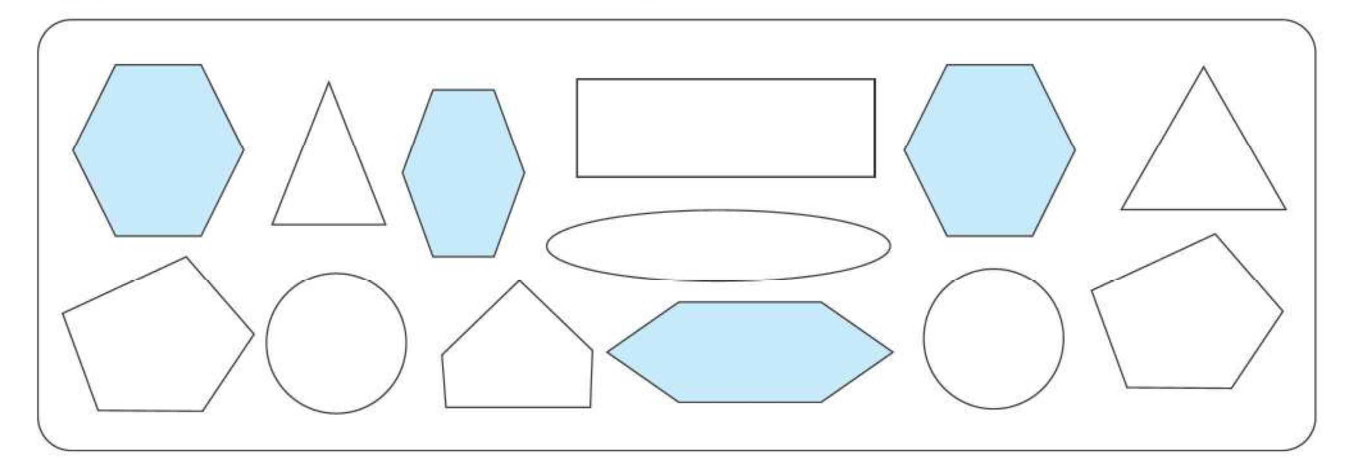
6 Color the quadrilateral shapes (4 sides):



7 **Color the pentagons (5 sides):**



8 **Color the hexagons (6 sides):**



9 **Complete the following sentences:**

a The triangle has ...3... sides and ...3... vertices.

b ...Square... and ...rhombus... are quadrilaterals with 4 equal sides.

c The rectangle has ...4... sides; ...2... of them are long and ...2... are short.

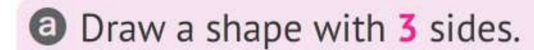
d The ...trapezoid... has 4 sides; 2 sides are parallel and 2 are not parallel.

e The ...pentagon... has 5 sides and 5 vertices.

f The ...hexagon... has 6 sides.

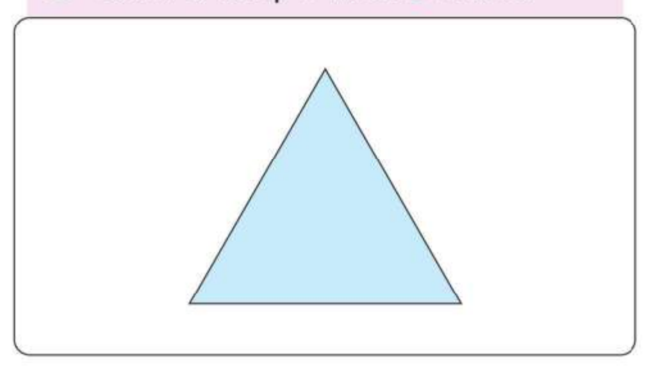
g The ...circle... has no sides.

h All sides of the square are ...equal... in length.

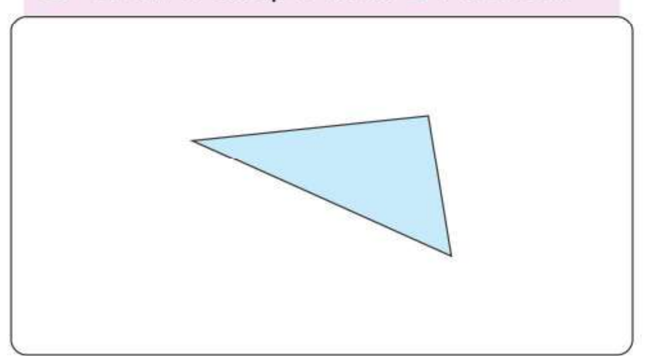


10 **Draw:**

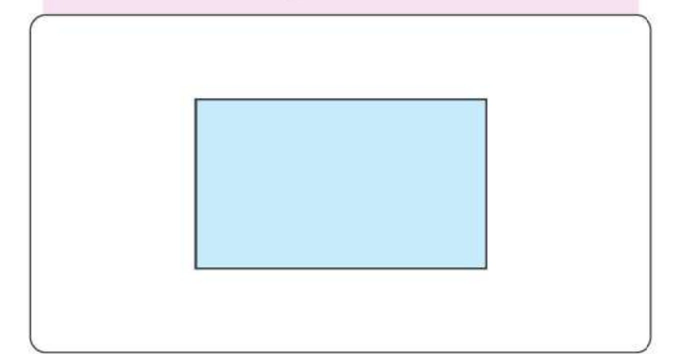
ⓐ Draw a shape with **3** sides.



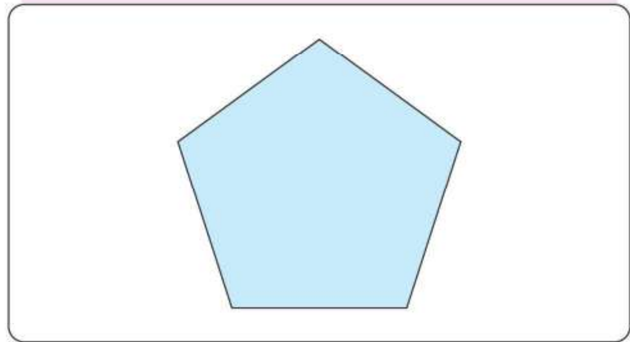
ⓑ Draw a shape with **3** vertices.



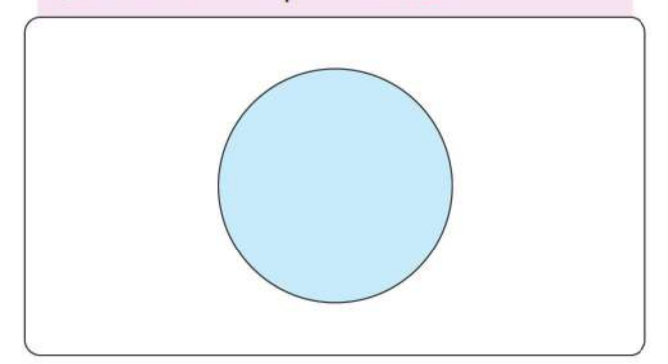
ⓒ Draw a shape with **4** sides.



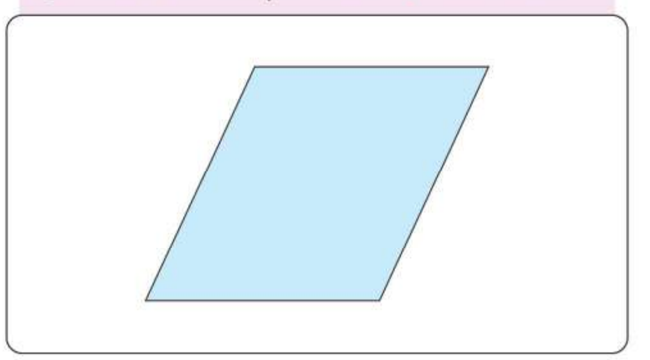
ⓓ Draw a shape with **5** vertices.



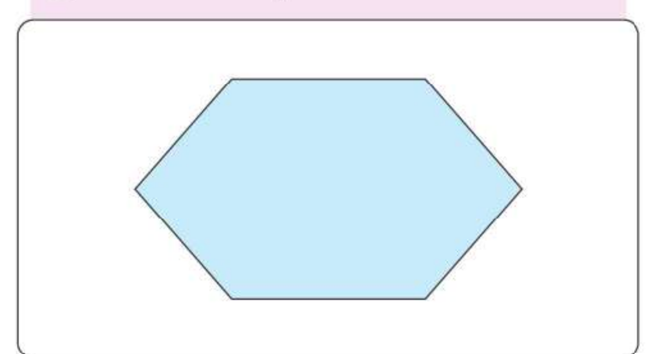
ⓔ Draw a shape with **0** sides.



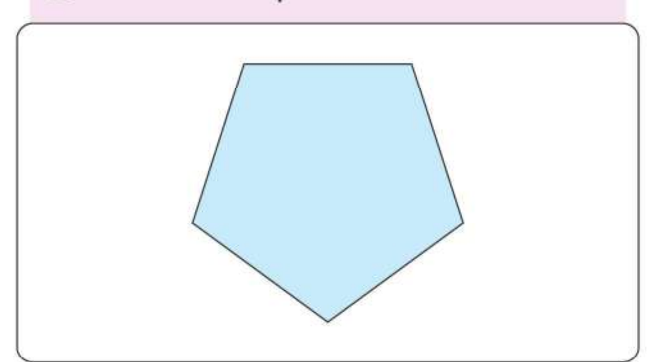
ⓕ Draw a shape with **4** vertices.



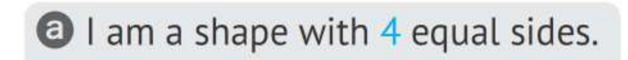
ⓖ Draw a shape with **6** sides.



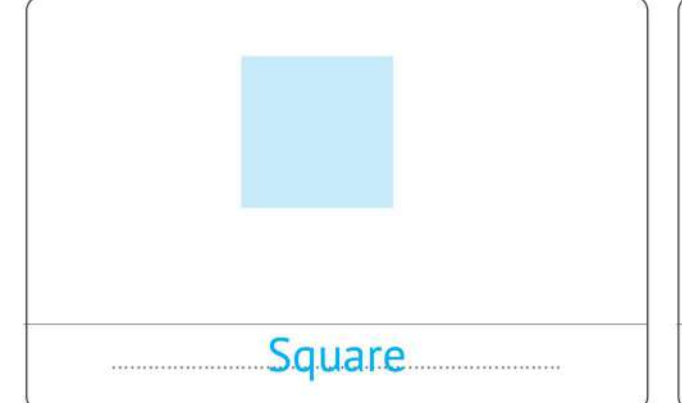
ⓗ Draw a shape with **5** sides.

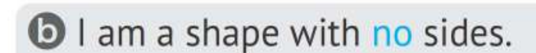


11 Who am I? (Draw the shape, and write its name)

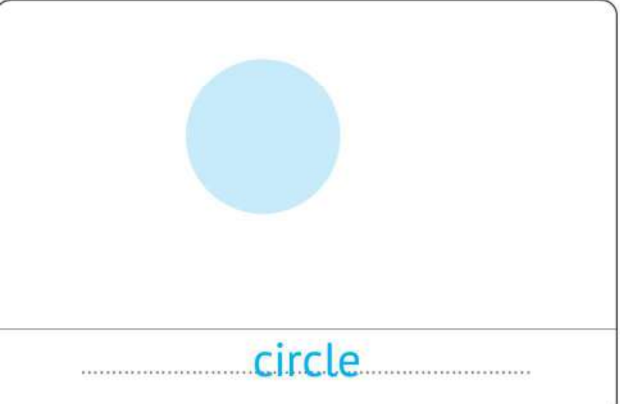


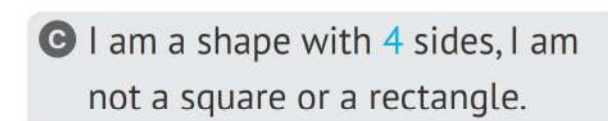
ⓐ I am a shape with 4 equal sides.



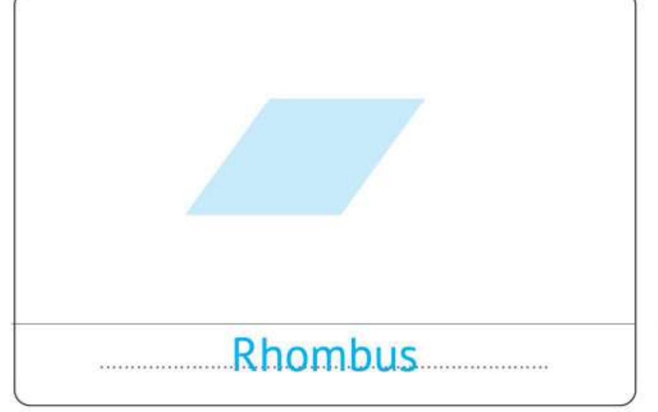


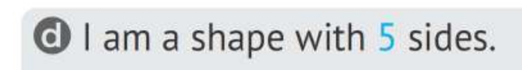
ⓑ I am a shape with no sides.



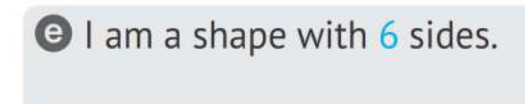


ⓒ I am a shape with 4 sides, I am not a square or a rectangle.

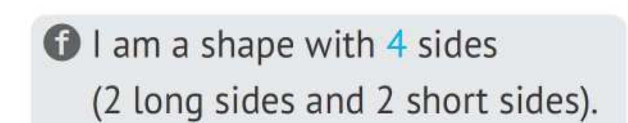




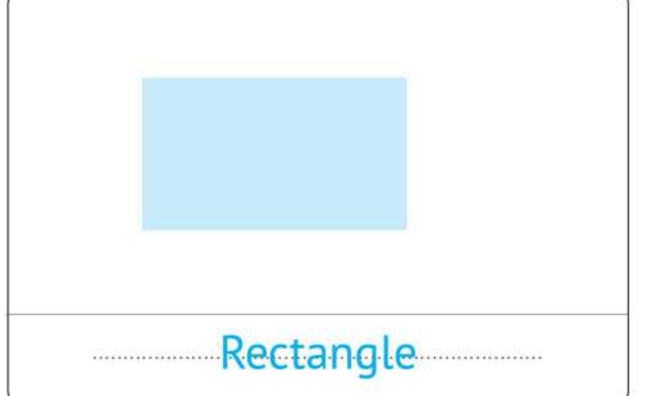
ⓓ I am a shape with 5 sides.



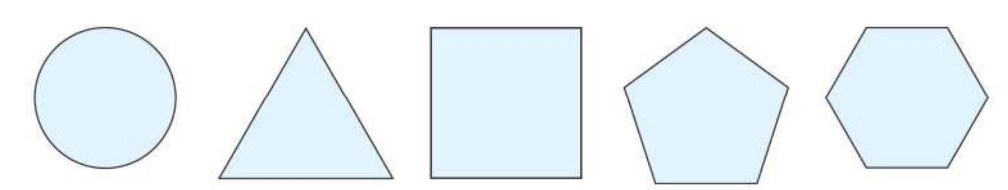
ⓔ I am a shape with 6 sides.

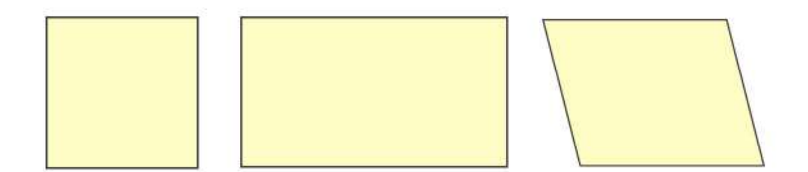


ⓕ I am a shape with 4 sides (2 long sides and 2 short sides).

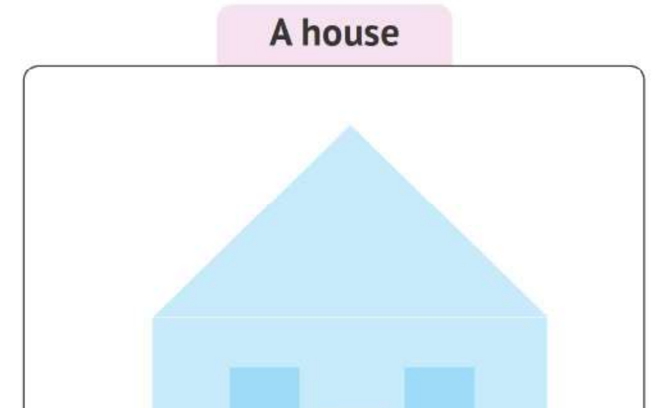


12 Use the following shapes to form:

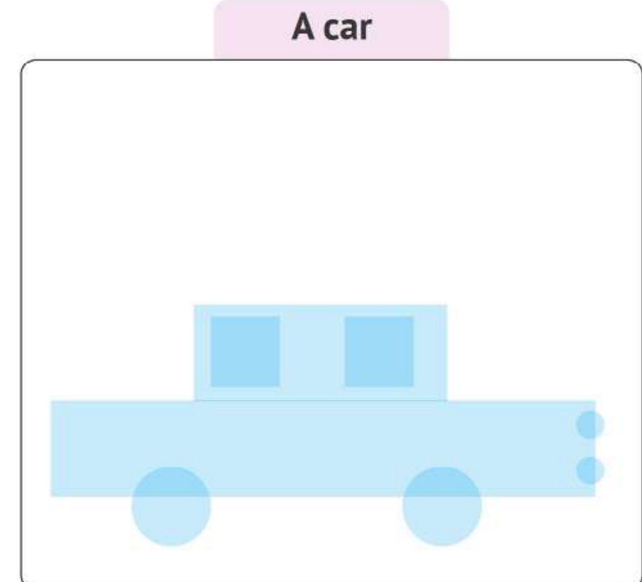




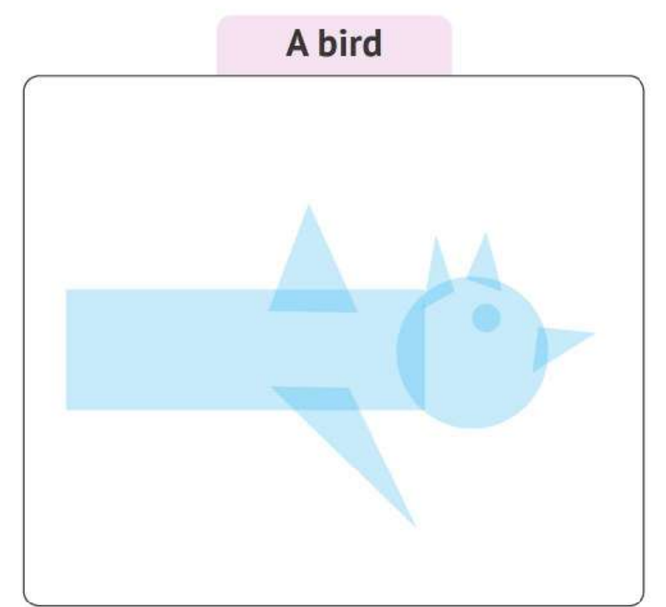
A house



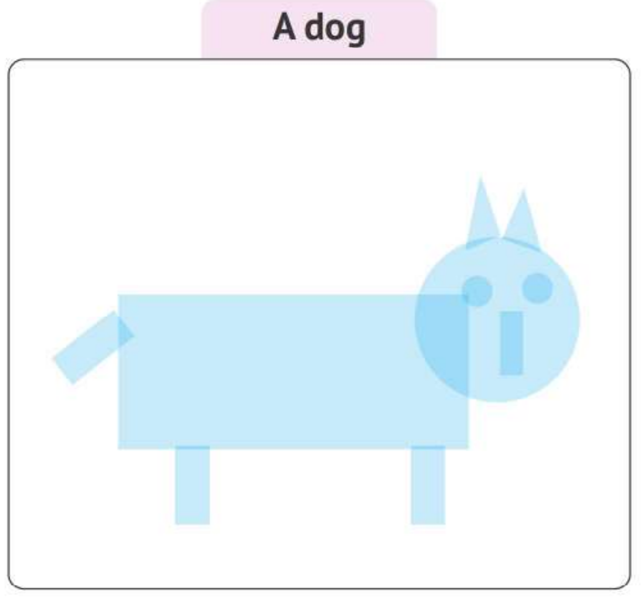
A car



A bird



A dog



Accumulative Assessment 14 up to Lesson 4

Chapter 5

First: Choose the correct answer:

a The triangle has ...3... sides. ((3) or 4 or 5)

b The rectangle has ...4... sides. (3 or (4) or 5)

c The **value** of the digit 7 in 317 is ...7... ((7) or 70 or 700)

d 80 + 9 + 600 = ...689... (896 or 869 or (689))

e 300 Ones = ...30... Tens (3 or (30) or 300)

Second: Complete the following:

a The ...Pentagon... has 5 sides and 5 vertices.

b 7 Ones + 4 Hundreds + 3 Tens = ...437...

c The ...hexagon... has 6 sides and the ...circle... has no sides.

d The **smallest** 3-different-digit number is ...102...

e ...Square... and ...rectangle... are quadrilateral shapes with 4 sides each.

Third: Answer the following:

a Complete using (< , = or >):

1 785 (>) 758 2 The **smallest** 3-digit number (<) 102

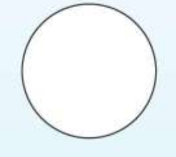
3 799 (<) 80 Tens 4 200 + 70 + 8 (=) 278

b Arrange the following numbers in an **ascending** order:

70 , 770 , 7 , 77 , 700

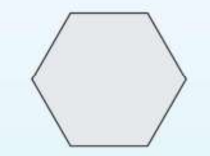
...7... , ...70... , ...77... , ...700... , ...770...

c Write the **name** of each shape:

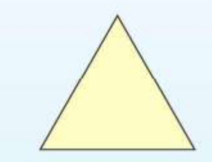


1 ...Circle...

2 ...Trapezoid...



3 ...Hexagon...



4 ...Triangle...

Measuring the Length in Centimeters – Estimating the Length – Measuring the Side Length of a Geometric Shape

قياس الأطوال بالسنتيمتر – تقدير الأطوال – قياس طول ضلع الشكل الهندسي

Learn

The length of an object is how many units of length it is equivalent to.

طول الجسم هو عدد وحدات الطول التي تساويه.

Standard Units of Length

Centimeter (cm)

It's used to measure the lengths of small objects, such as: pencils, books, erasers..., etc.

Meter (m)

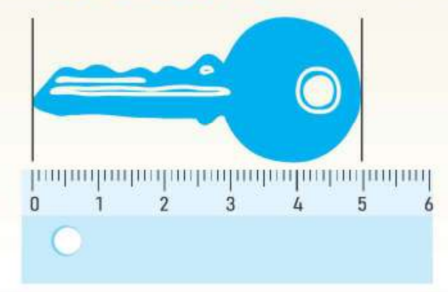
It's used to measure the lengths of longer objects and distances, such as: whiteboards, buses, buildings..., etc.

1 centimeter

0 1 2 3 4 5 6

A ruler is a measurement tool that is used to measure the lengths of small objects. To use a ruler to measure the length of an object, as a key:

- Line up one end of the key with the zero mark on the ruler.
- Find the centimeter mark on the ruler that is at the other end of the key.



5 centimeters

Or 5 cm

Measuring lengths	قياس الأطوال	Meter	متر
Centimeter سنتيمتر	Ruler مسطرة	Estimating	تقدير

Use the ruler to measure the length of each object in centimeters:

a) 8 centimeters

b) 3 centimeters

c) 5 centimeters

d) 11 centimeters

e) 14 centimeters

f) 2 centimeters

g) 4 centimeters

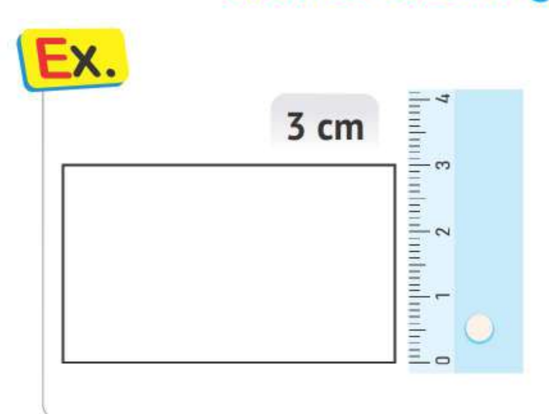
h) 5 centimeters

i) 7 centimeters

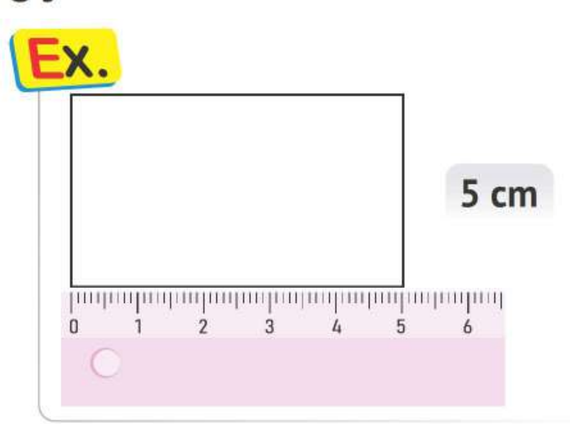
Activity 2

Measure the colored side length using your ruler:

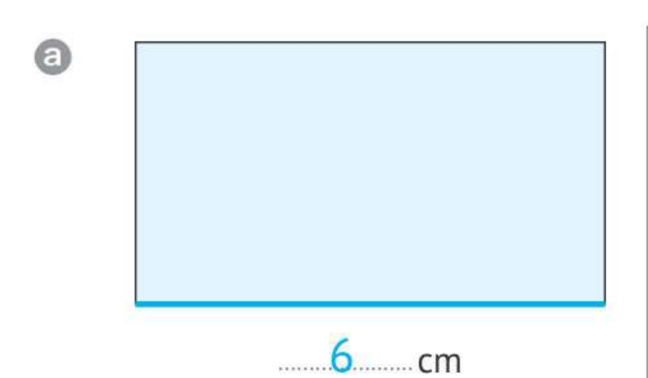
Ex.



Ex.

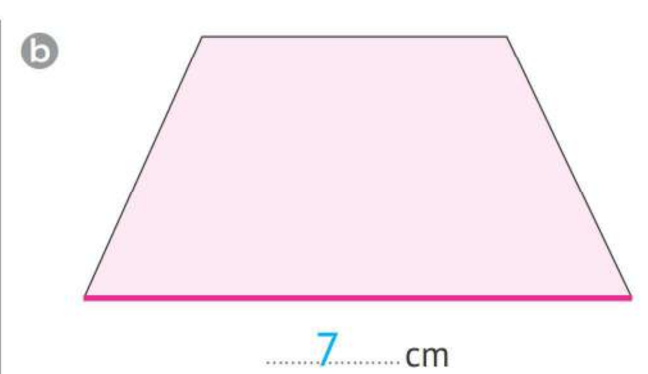


a



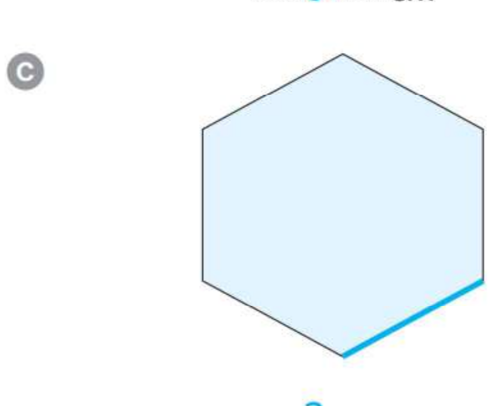
....6.... cm

b



....7.... cm

c

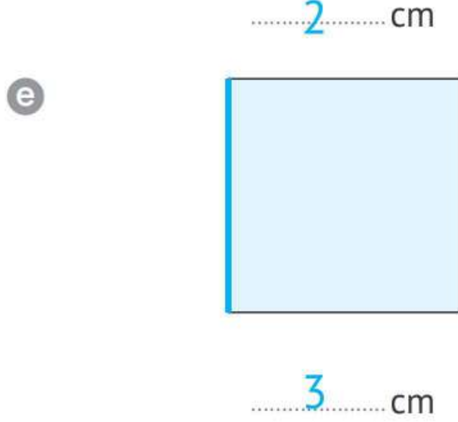


....2.... cm

d

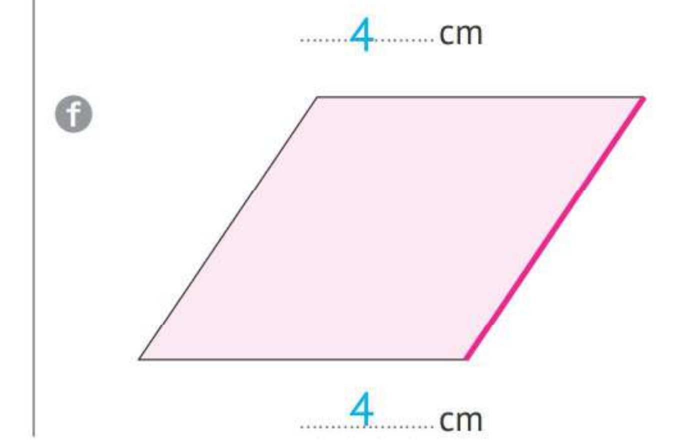
....4.... cm

e



....3.... cm

f

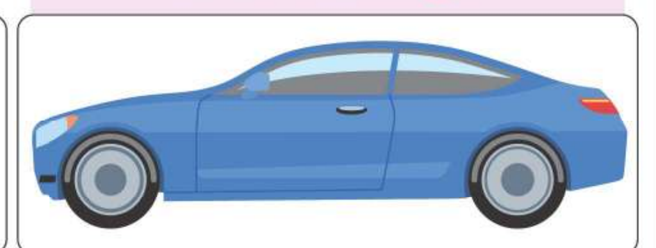


....4.... cm

Estimating Lengths

The mobile is about **15** cm.

The car is about **2** m.

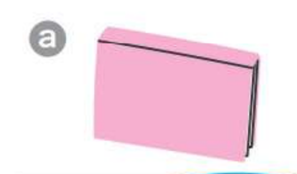


The temperature thermometer is about **10** cm.

The school is about **15** m.

Activity 3

Choose the appropriate unit to measure the length of each of the following:

a	b	c	d
			
(Meter - Centimeter)	(Meter - Centimeter)	(Meter - Centimeter)	(Meter - Centimeter)

Activity 4

Choose the appropriate estimate for the length of:

a) Candle = 12cm (12 cm or 8 m or 5 m)

b) House = 20m (20 cm or 20 m or 2 m)

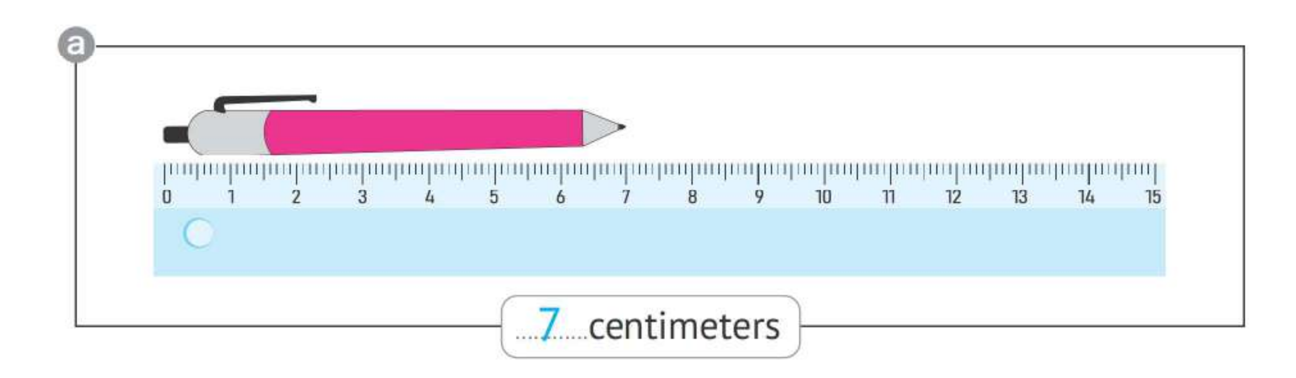
c) Lamp = 15cm (15 cm or 15 m or 2 m)

d) Board = 3m (30 m or 30 cm or 3 m)

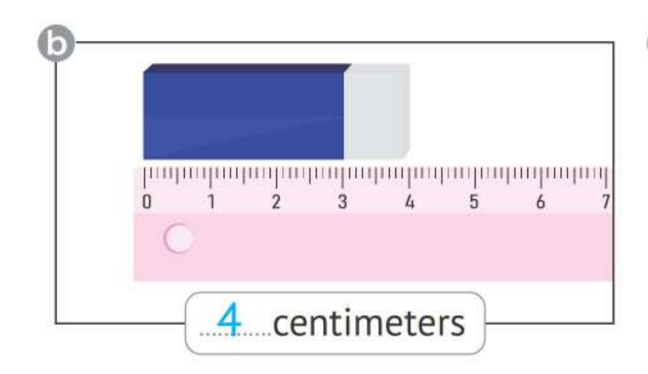
HOME ACTIVITIES

1 Use the ruler to measure the length of each object:

a

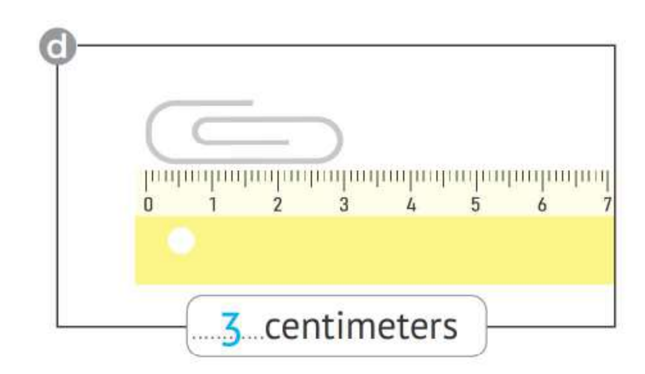


b

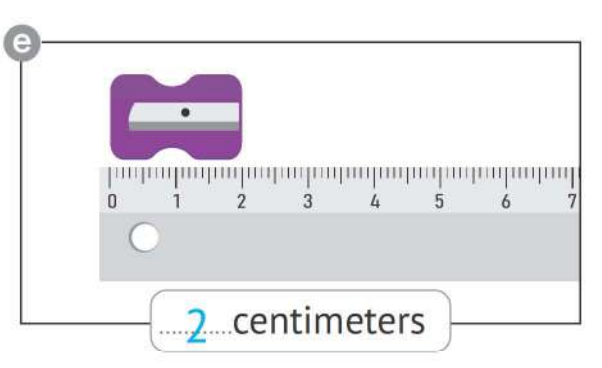


c

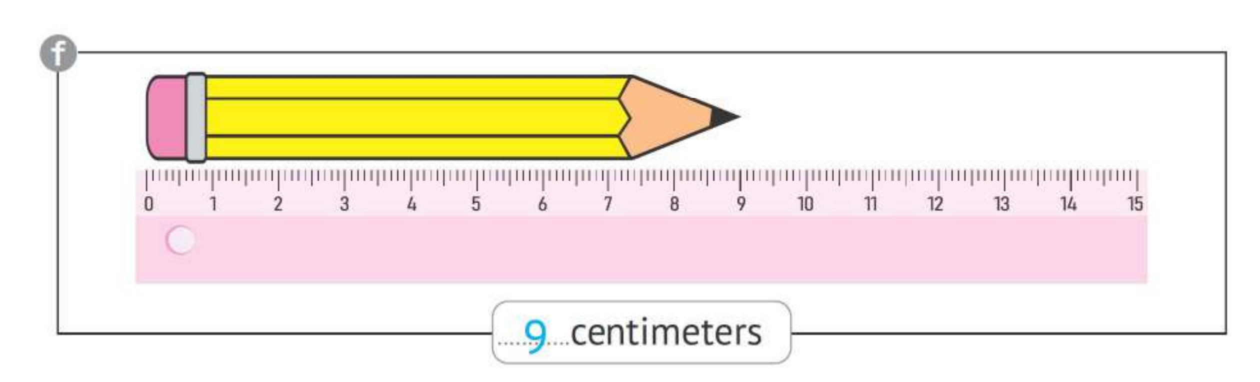
d



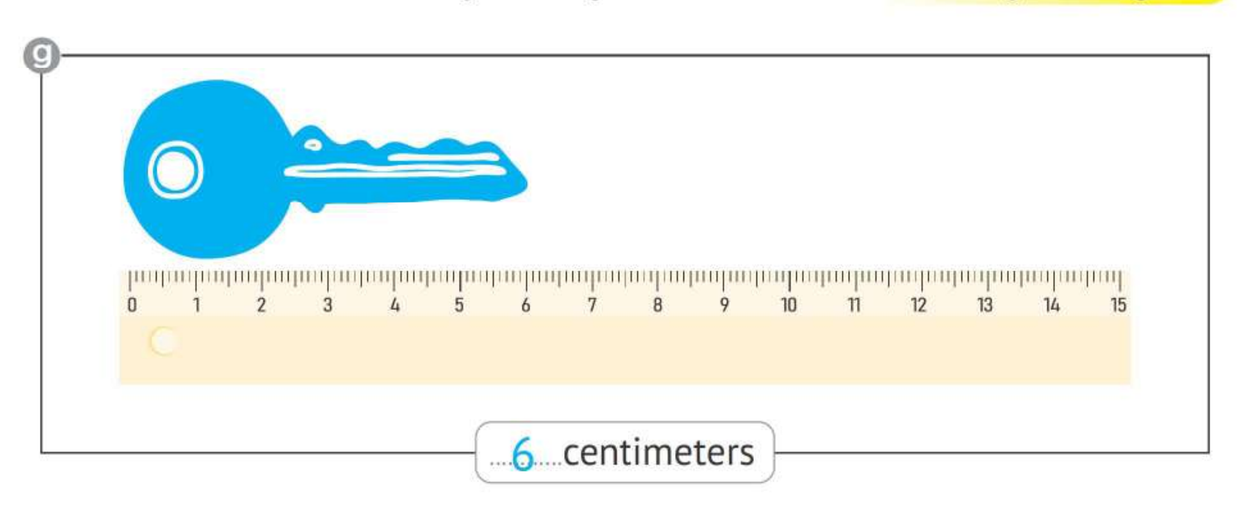
e



f

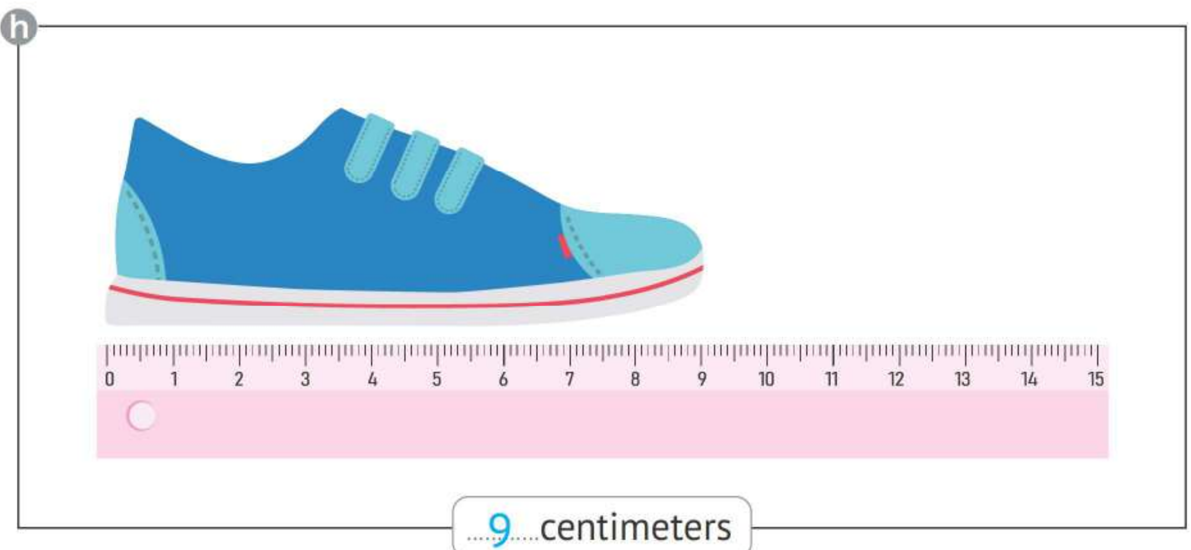


g



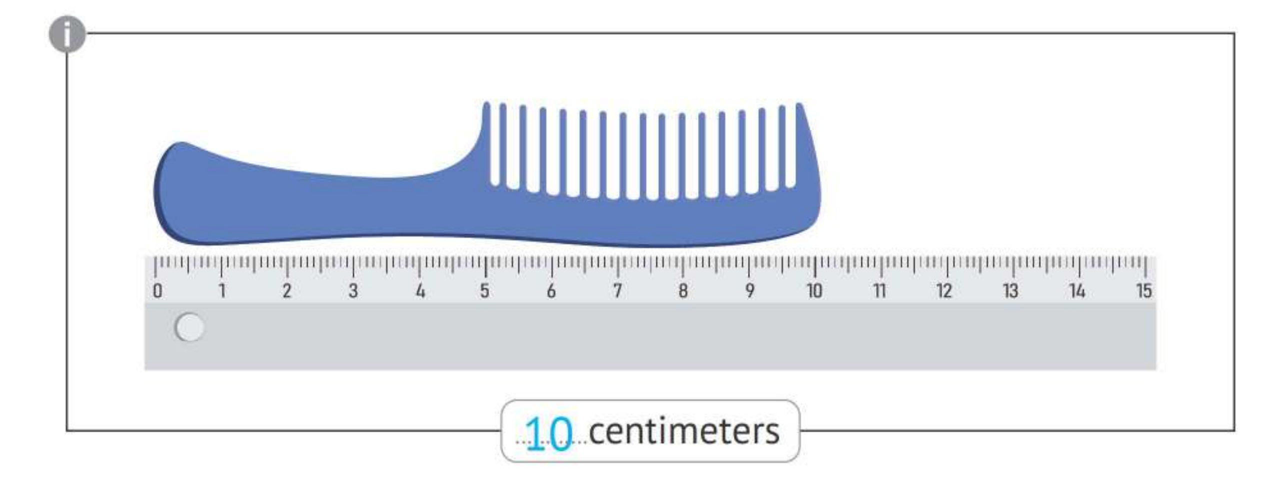
...6... centimeters

h



...9... centimeters

i



...10... centimeters

2 Measure the colored side length using your ruler:

a ......5...... cm	b ......4...... cm	c ......2...... cm
d ......4...... cm	e ......5...... cm	f ......5...... cm
g ......4...... cm	h ......5...... cm	i ......3...... cm
j ......3...... cm	k ......5...... cm	l ......4...... cm

3 Choose the suitable length estimate:

	Object	Length Estimate	
a		○ 8 cm ● 18 cm	○ 80 cm ○ 38 cm
b		○ 2 cm ○ 30 cm	● 12 cm ○ 50 cm
c		○ 5 cm ○ 50 cm	● 15 cm ○ 80 cm
d		○ 30 cm ○ 10 cm	○ 20 cm ● 4 cm
e		○ 2 cm ○ 50 cm	● 25 cm ○ 100 cm

Accumulative Assessment 15 up to Lesson 7

Chapter 5

First: Choose the correct answer:

a The square has 4 sides. (3 or 4 or 5)

b 569 comes just before 570 . (579 or 560 or 570)

c The **value** of the digit 0 in 710 is 0 . (0 or 10 or 100)

d 5 Hundreds + 5 Ones = 505 . (555 or 505 or 550)

e 5 Hundreds = 50 Tens. (5 or 50 or 500)

Second: Complete the following:

a The Circle has no sides and no vertices.

b The greatest 3-different-digit number is 987 .

c 41 + 41 = 82

d 91 − 23 = 68

e The rectangle has 4 sides, 2 sides of them are long and 2 sides of them are short.

Third: Answer the following:

a **Find the result:**

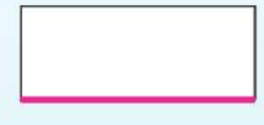
1. $47 + 9 = 56$
2. $29 + 38 = 67$
3. $62 - 11 = 51$
4. $89 - 46 = 43$

b **Arrange the following numbers in a descending order.**

909 , 90 , 900 , 990 , 99

990 , 909 , 900 , 99 , 90

c **Use your ruler to measure the colored side length:**

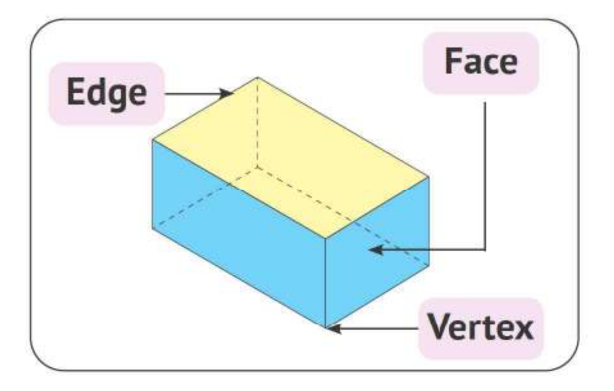


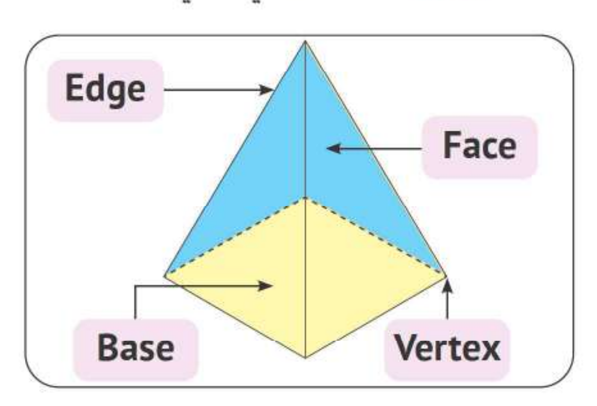
1. 3 cm
2. 2 cm
3. 4 cm

3-dimensional Shapes

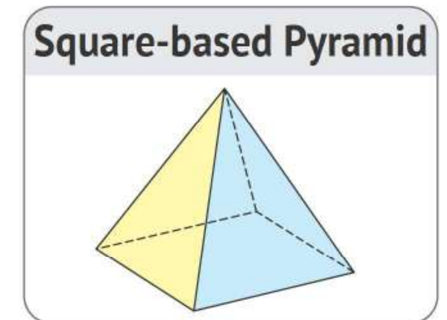
الأشكال ثلاثية الأبعاد

- Three-dimensional shapes are **not flat shapes (solids)**.
- **الأشكال ثلاثية الأبعاد** ليست أشكالًا مسطحة.
- The **face** is a flat side.
- **الوجه** هو جانب مُسطح.
- The **edge** is where two faces meet.
- **الحرف** هو حيث يلتقي وجهان.
- The **vertex** is the corner where edges meet.
- **الرأس** هو الزاوية التي تلتقي فيها الحواف.
- **القاعدة:** الوجه السفلي.

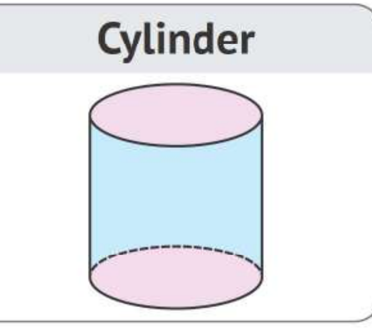




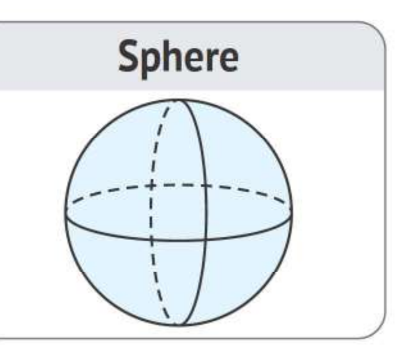
Square-based Pyramid



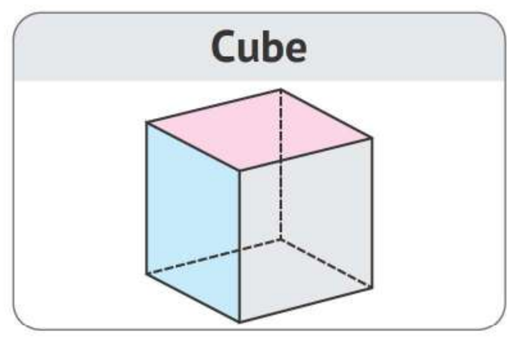
Cylinder



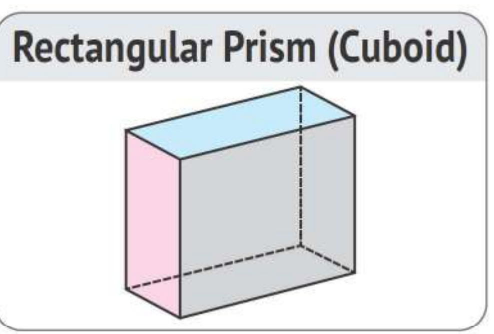
Sphere



Cube



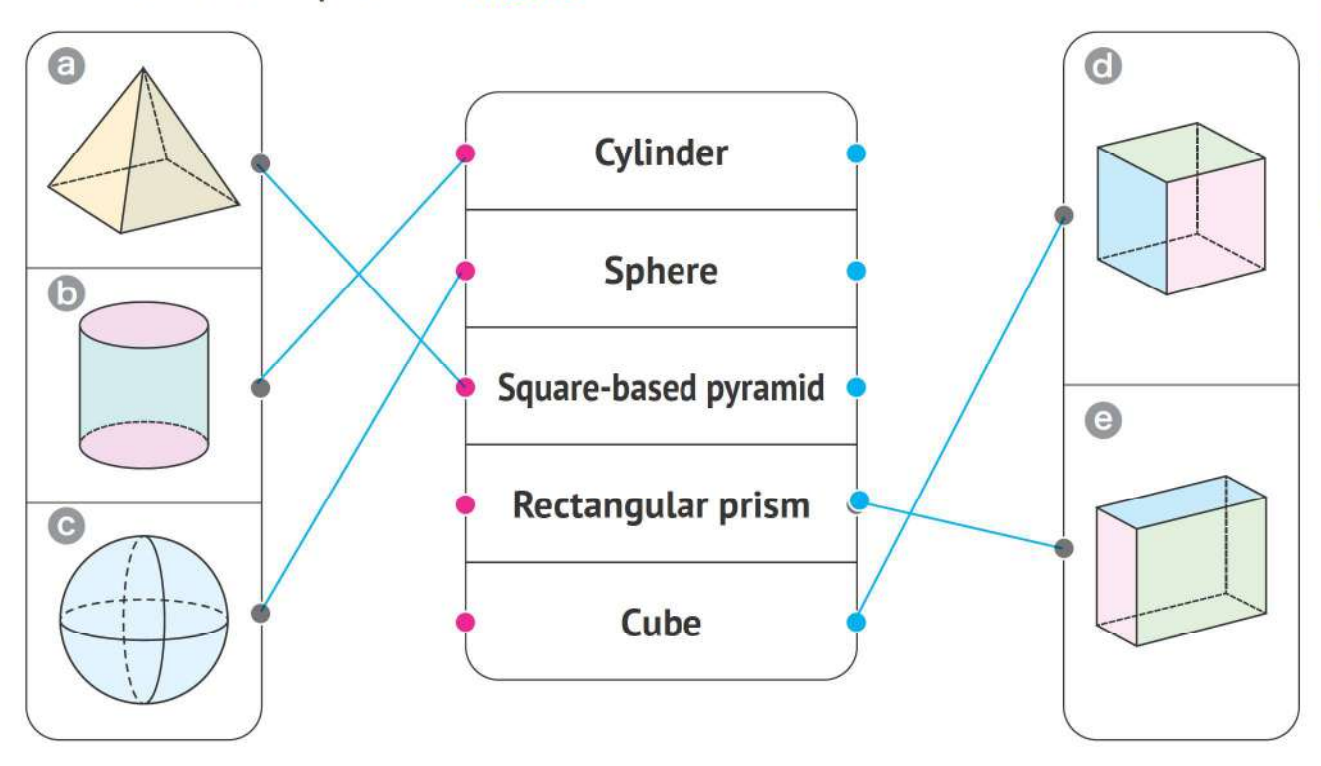
Rectangular Prism (Cuboid)



Attributes of Three-dimensional Shapes

Name	Shape (Solid)	Faces	Edges	Vertices
Square-based Pyramid		5 1 Squared face 4 Triangular faces	8	5
Cylinder		2 Circular faces	0	0
Sphere		0	0	0
Cube		6 Squared faces	12	8
Rectangular Prism		6 Rectangular faces	12	8

Match each shape to its **name**:



Activity 2

Complete the following sentences:

a The cube has ......6...... faces and the shape of each face is a ..square.. .

b The number of vertices of a cube is ......8...... .

c The number of edges of a cube is ......12...... .

d The rectangular prism has ......12...... edges, ...8...... vertices and ......6...... faces, each face is a ......rectangle...... .

e The square-based pyramid has ......8...... edges, ...5...... vertices and ......5...... faces, ...1...... face is a ..square.. and ......4...... faces are triangles.

f The ..sphere.. has no edges, no vertices, and no faces.

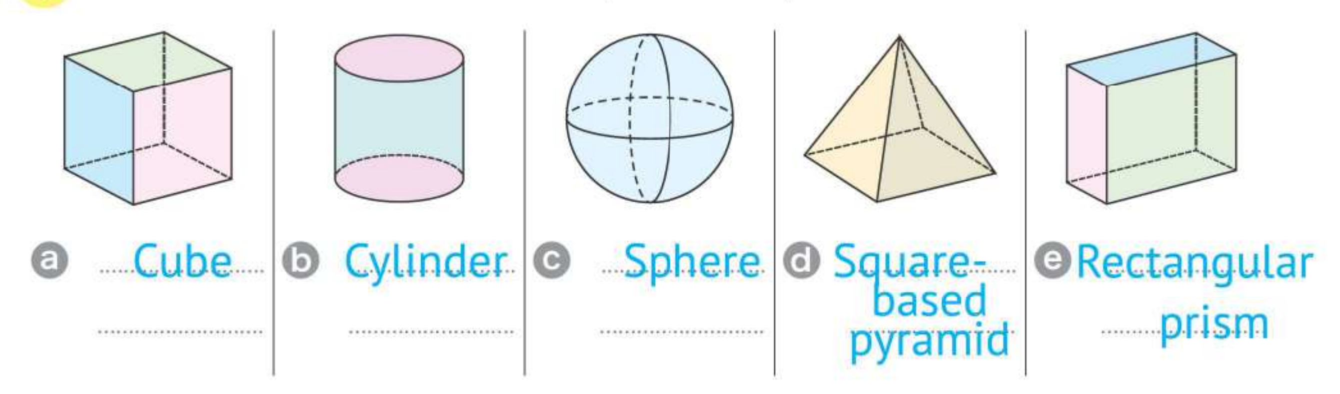
g The ..Cylinder.. has no edges, no vertices, and 2 circular faces.

Complete the following table:

Name	Shape (Solid)	Faces	Edges	Vertices
....		.... Squared face .... Triangular faces	8	5
....		.... Circular faces	0	0
....		....	0	0
....		.... Squared faces	12	8
....		.... Rectangular faces	12	8

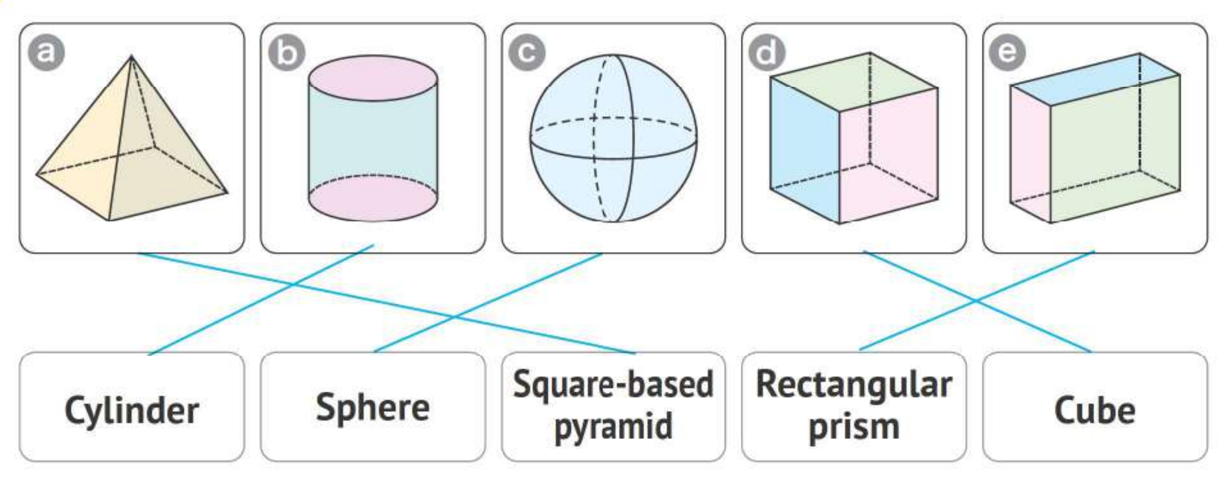
HOME ACTIVITIES

1 Write the **name** of each shape and repeat it:

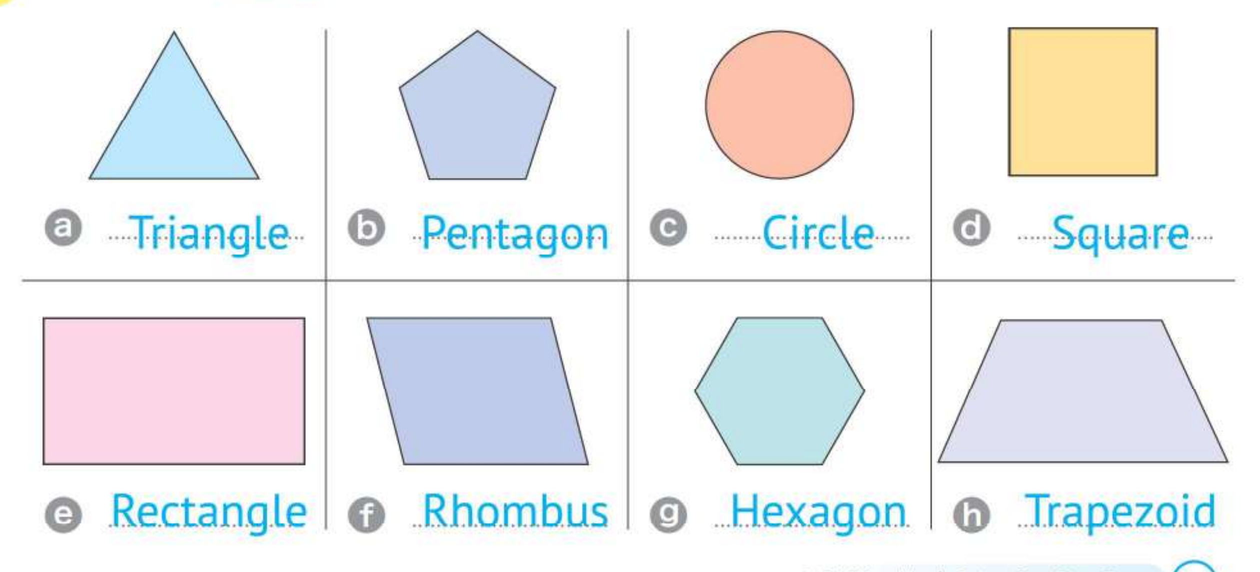


ⓐ Cube ⓑ Cylinder ⓒ Sphere ⓓ Square-based pyramid ⓔ Rectangular prism

2 Match each solid to its **name**:



3 Write the **name** of each shape:



ⓐ Triangle ⓑ Pentagon ⓒ Circle ⓓ Square

ⓔ Rectangle ⓕ Rhombus ⓖ Hexagon ⓗ Trapezoid

4 Match each shape to its name:

Shape	Name	Shape
a (triangle)	Triangle	e (rhombus)
b (square)	Rhombus	f (pentagon)
c (rectangle)	Hexagon	g (hexagon)
d (trapezoid)	Trapezoid	h (circle)
	Square	
	Pentagon	
	Rectangle	
	Circle	

Answers: a – Triangle, b – Square, c – Rectangle, d – Trapezoid, e – Rhombus, f – Pentagon, g – Hexagon, h – Circle.

5 Complete the following sentences:

a) The cube has ...6... faces and the shape of each face is a ...square... .

b) The number of vertices of a cube is ...8... .

c) The number of edges of a cube is ...12... .

d) The rectangular prism has ...12... edges, ...8... vertices and ...6... faces, each face is a ...rectangle... .

e) The square-based pyramid has ...8... edges, ...5... vertices and ...5... faces, ...1... face is a ...Square... and ...4... faces are triangles.

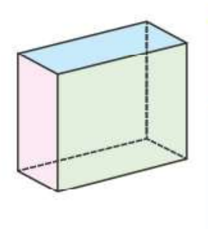
f) The ...sphere... has no edges, no vertices, and no faces.

g) The ...cylinder... has no edges, no vertices, and 2 circular faces.

6 Complete the following sentences:

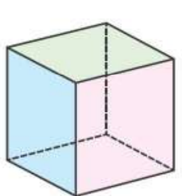
ⓐ The opposite solid is called a rectangular prism.

It has 12 edges, 8 vertices and 6 faces, and the shape of each face is a rectangle.



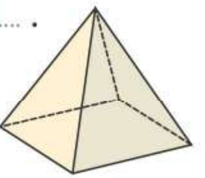
ⓑ The opposite solid is called a cube.

It has 12 edges, 8 vertices and 6 faces, and the shape of each face is a square.



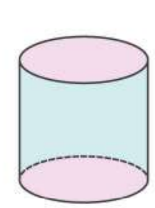
ⓒ The opposite solid is called a square-based pyramid.

It has 8 edges, 5 vertices and 5 faces.



ⓓ The opposite solid is called a cylinder.

It has 0 edges, 0 vertices and 2 circular faces.



Accumulative Assessment 16 up to Lesson 10

Chapter 5

First: Choose the correct answer:

a The number of edges of a cube is ......12...... . (6 or 8 or 12)

b The hexagon has ......6...... sides. (5 or 6 or 0)

c The **place value** of the digit 4 in 248 is ......Tens...... .

(Hundreds or Tens or Ones)

d 5 Hundreds + 7 Tens = ...570...... (507 or 570 or 577)

e The smallest 3-digit number is ......100...... .

(100 or 999 or 102)

Second: Complete the following:

a Five hundred fifty (in digits) = ...550...... .

b The number that comes right after 289 is ......290...... .

c 12 – ......7...... = 10 – 5

d 4 + 3 = 3 + 3 + ...1......

e The ......sphere...... has no edges, no vertices and no faces.

Third: Answer the following:

a **Arrange the following numbers in a descending order:**

204 , 420 , 240 , 402 , 224

......420...... , ...402...... , ...240...... , ...224...... , ...204......

b Write the **name** of each shape:

1 ....Cylinder........

2 ....Pentagon........

3 ....Square........

4 ....Hexagon........

5 ....Cube........

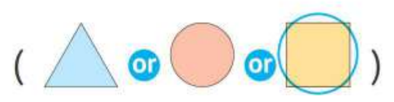
6 ....Rectangular prism........

7 ....Rectangle........

Assessment on Chapter 5

First: **Choose the correct answer:**

a The shape of the faces of a cube is ....



b The unit of measuring the length of a pen is centimeter

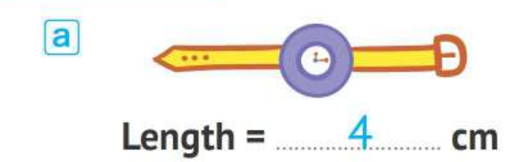
(meter or centimeter or millimeter)

c The number of faces of a pyramid > the number of sides of a rhombus

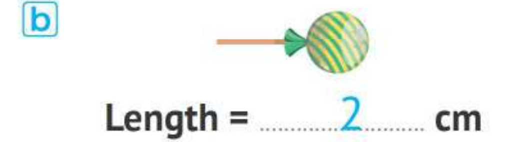
(< or = or >)

d The 2-dimensional shape that has 5 sides and 5 vertices is called a pentagon. (rhombus or pentagon or square)

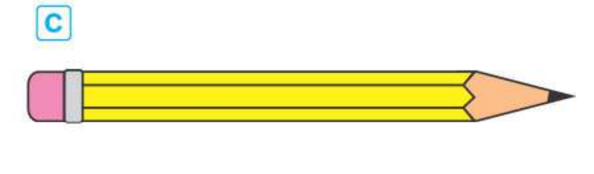
Second: **Use your ruler to measure the length of:**

a


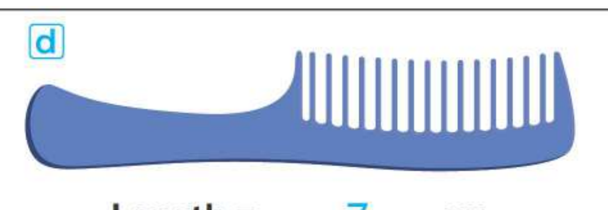
Length = 4 cm

b


Length = 2 cm

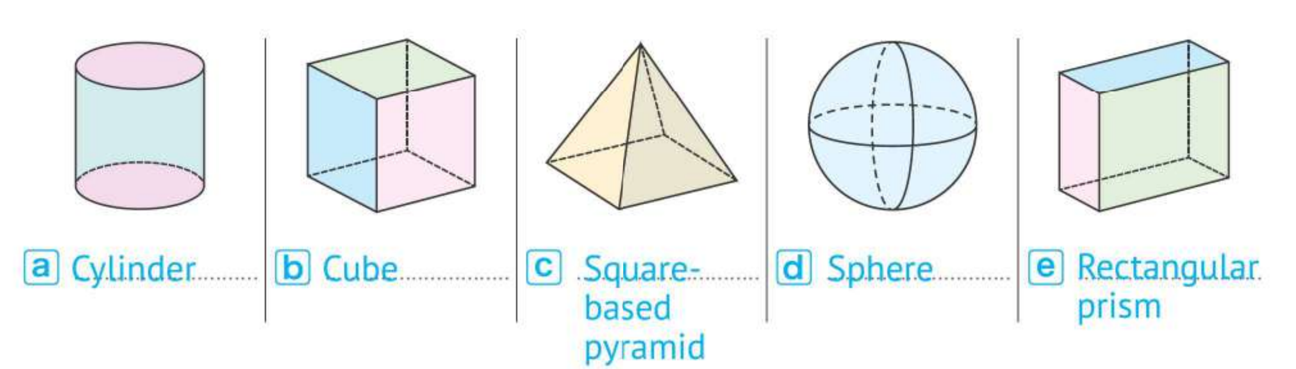
c


Length = 7 cm

d


Length = 7 cm

Third: **Write the name of each shape:**



a Cylinder

b Cube

c Square-based pyramid

d Sphere

e Rectangular prism

Fourth: Complete the following table:

Shape	Name	Number of Sides	Number of Vertices
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....

Chapter 6

Chapter Lessons

Measuring Mass – Units of Measuring Mass

Outcomes:

- Participating in Calendar Math Activities.
- Comparing grams and kilograms.
- Selecting appropriate units to measure the masses of objects.
- Investigating the masses of various items.
- Matching items to mass in grams or kilograms.

Applications on Measuring Mass

Outcomes:

- Participating in Calendar Math Activities.
- Solving addition story problems with 1- and 2-digit numbers.
- Solving story problems involving mass.
- Solving addition and subtraction story problems.
- Creating a story problem involving adding or subtracting units of mass.

Time "A.M or P.M" – Creating an Analog Clock

Outcomes:

- Participating in Calendar Math Activities.
- Explaining that a day equals 24 hours.
- Distinguishing between a.m and p.m
- Creating an analog clock.
- Telling time (Hours).
- Telling time (Half Hours).

Reading Time with Halves – Applications on Time – Reading Time in Minutes

Outcomes:

- Participating in Calendar Math Activities.
- Showing time to a half hour on an analog clock.
- Reading time to the hour and half hour.
- Writing time to the hour and half hour.
- Matching digital times to analog times.
- Reading time to a quarter hour.
- Writing time to a quarter hour.
- Matching analog times to the quarter hours to their digital and written forms.

Measuring Mass – Units of Measuring Mass

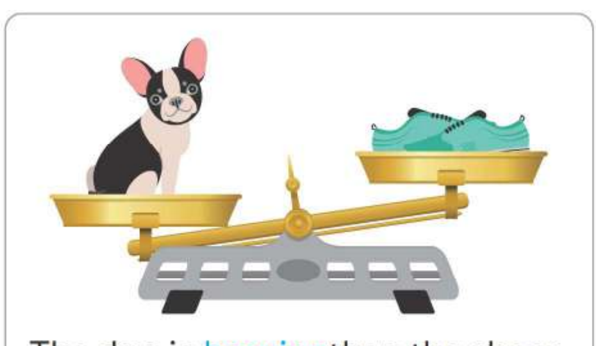
قياس الكتلة – وحدات قياس الكتلة

Learn

Balance

It is a tool for measuring mass and there are many types of balances.

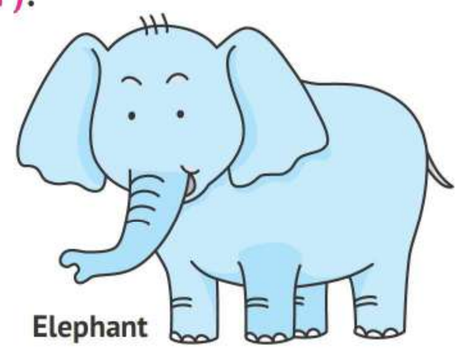
The bird is lighter than the cat.



The dog is heavier than the shoes.

Activity 1

Look at the following pictures and answer using (lighter) or (heavier):



Bird **Rabbit** **Dog** **Elephant**

a) The bird is ....lighter............ than the rabbit.

b) The dog is ....lighter............ than the elephant.

c) The rabbit is ....heavier............ than the bird.

d) The elephant is ....heavier............ than the dog.

Mass	كتلة	Gram	جرام	Kilogram	كيلوجرام
Tool	أداة	Unit	وحدة	Light	خفيف
Lighter than	أخف من	Heavy	ثقيل	Heavier than	أثقل من

About
5 grams.
Or 5 gm.

Gram (gm)

It is used to measure small masses.

يستخدم لقياس كتلة الأشياء الصغيرة.

About
5 kilograms.
Or 5 kg.

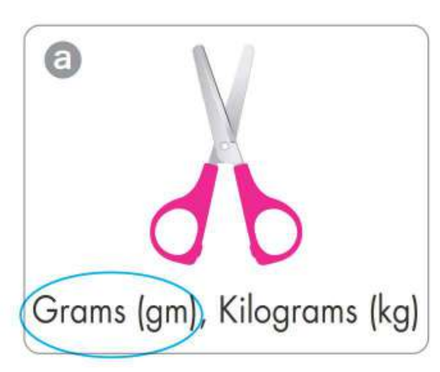
Kilogram (kg)

It is used to measure large masses.

يستخدم لقياس كتلة الأشياء الكبيرة.

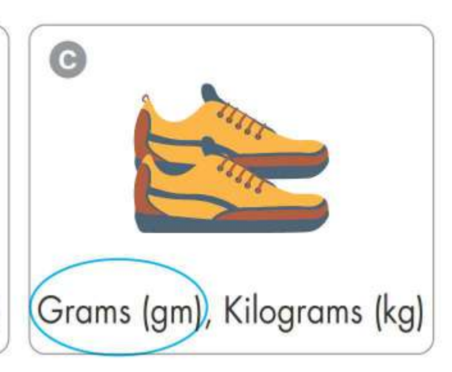
Activity 2

Decide which would be the best unit of measurement for weighing each object. Circle your answer:

(a)

Grams (gm), Kilograms (kg)

(b)

Grams (gm), Kilograms (kg)

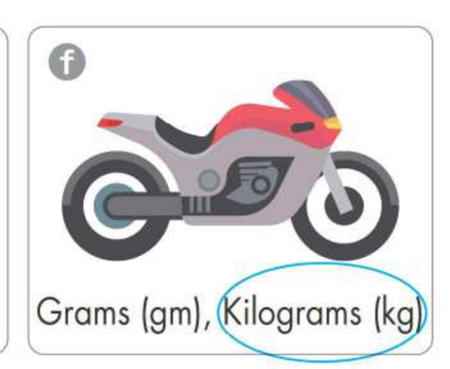
(c)

Grams (gm), Kilograms (kg)

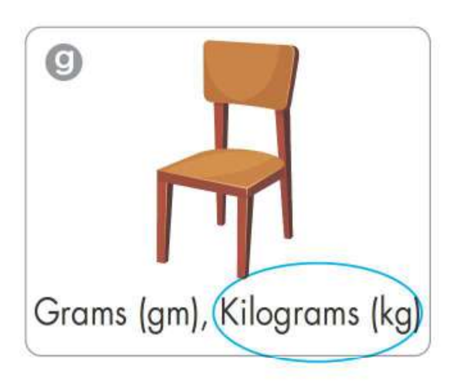
(d)

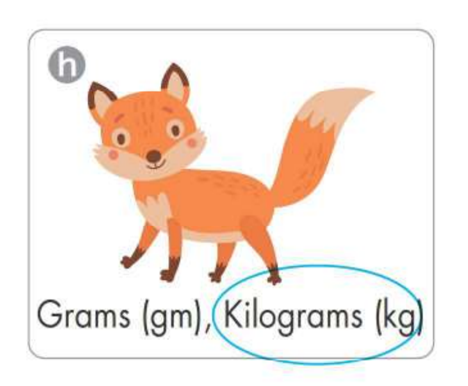
Grams (gm), Kilograms (kg)

(e)

Grams (gm), Kilograms (kg)

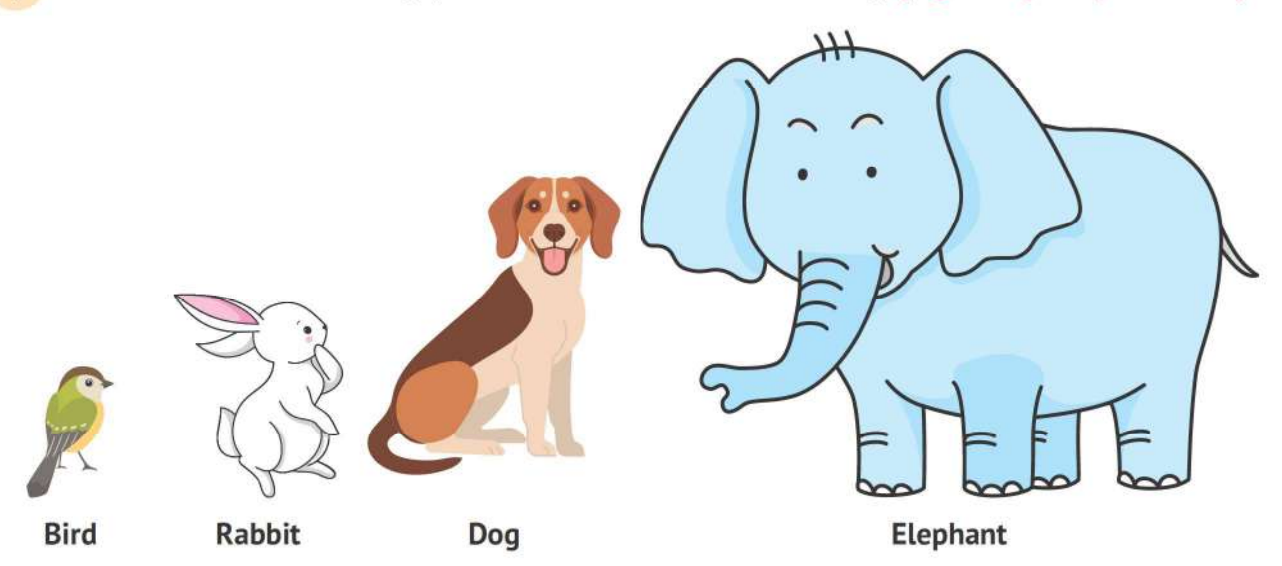
(f)

Grams (gm), Kilograms (kg)

(g)

Grams (gm), Kilograms (kg)

(h)

Grams (gm), Kilograms (kg)

HOME ACTIVITIES

1 Look at the following pictures and answer using (lighter) or (heavier):



ⓐ The bird is .... lighter .... than the rabbit.

ⓑ The bird is .... lighter .... than the dog.

ⓒ The bird is .... lighter .... than the elephant.

ⓓ The elephant is .... heavier .... than the bird.

ⓔ The elephant is .... heavier .... than the dog.

ⓕ The elephant is .... heavier .... than the rabbit.

ⓖ The dog is .... lighter .... than the elephant.

ⓗ The dog is .... heavier .... than the rabbit.

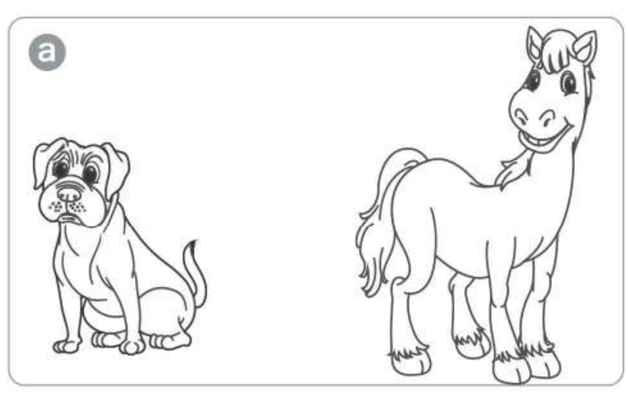
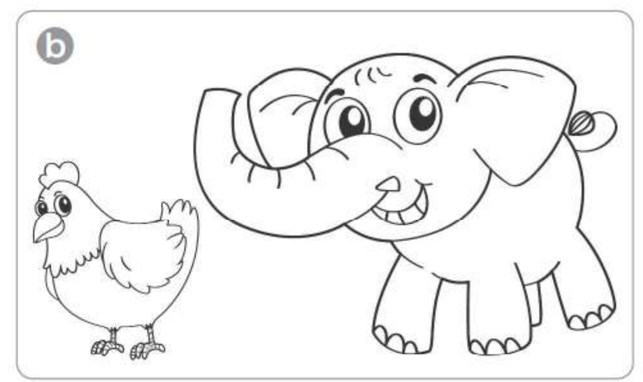
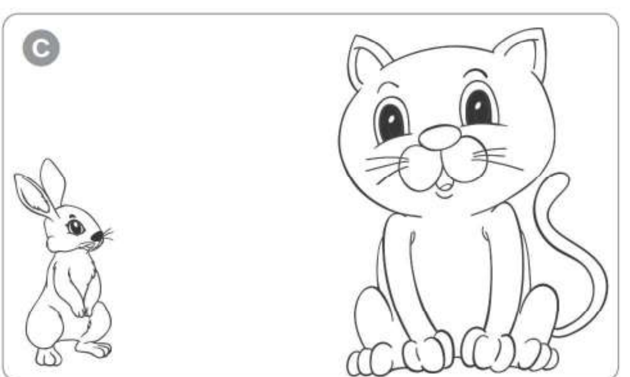
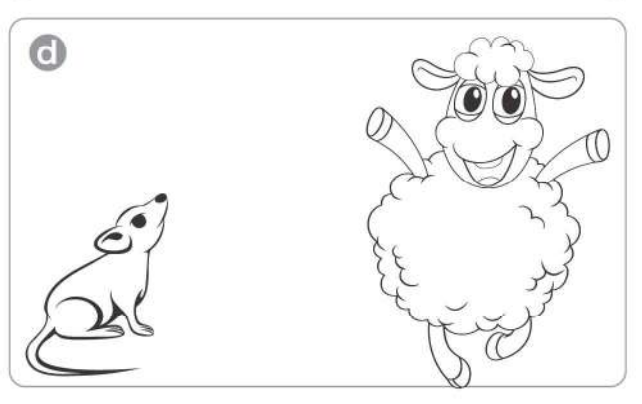
ⓘ The dog is .... heavier .... than the bird.

ⓙ The rabbit is .... lighter .... than the elephant.

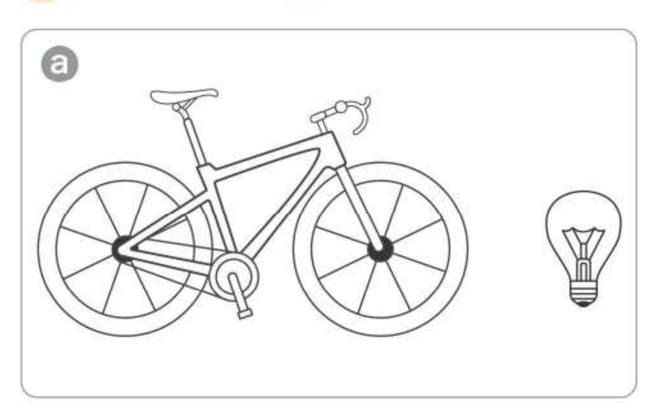
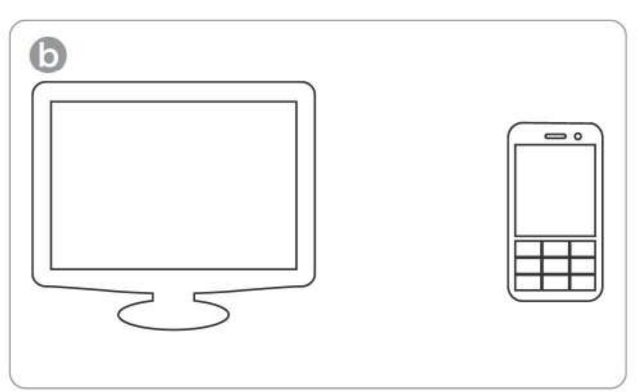
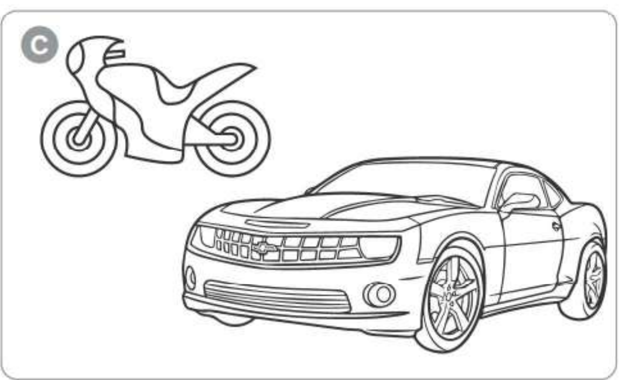
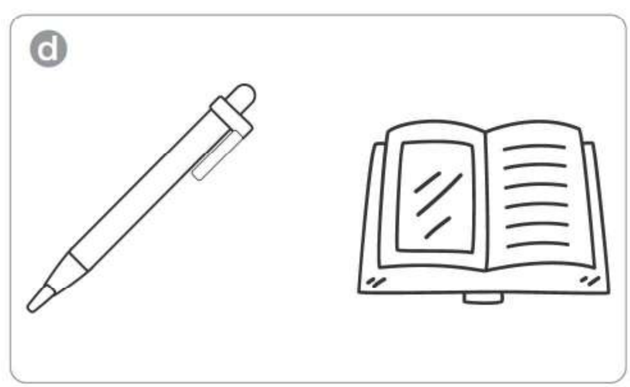
ⓚ The rabbit is .... heavier .... than the bird.

ⓛ The rabbit is .... lighter .... than the dog.

2 Color the heavier:

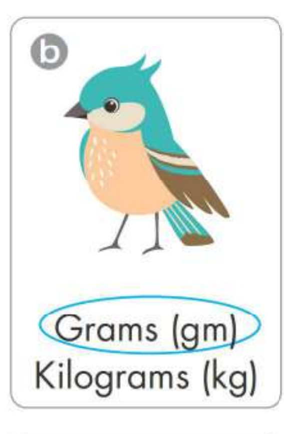
3 Color the lighter:

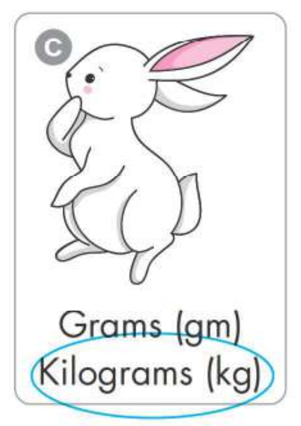





4 **Decide which would be the best unit of measurement for weighing each object. Circle your answer:**

a

Grams (gm)
Kilograms (kg)

b

Grams (gm)
Kilograms (kg)

c

Grams (gm)
Kilograms (kg)

d

Grams (gm)
Kilograms (kg)

e

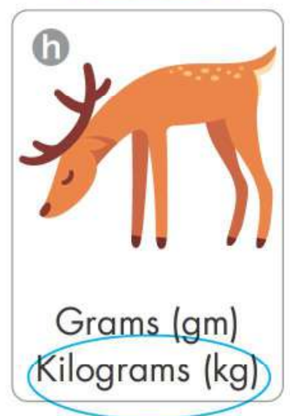
Grams (gm)
Kilograms (kg)

f

Grams (gm)
Kilograms (kg)

g

Grams (gm)
Kilograms (kg)

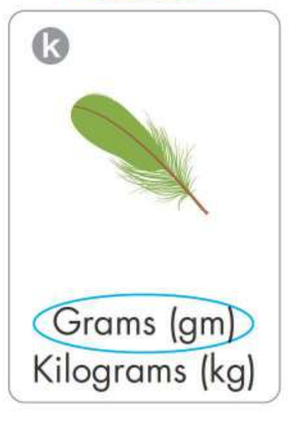
h

Grams (gm)
Kilograms (kg)

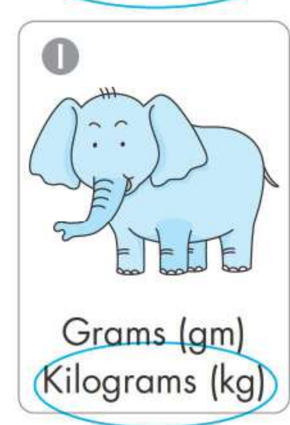
i

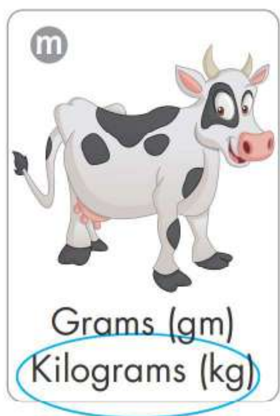
Grams (gm)
Kilograms (kg)

j

Grams (gm)
Kilograms (kg)

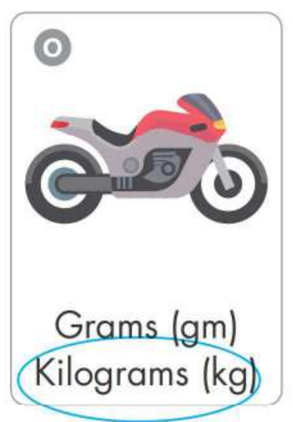
k

Grams (gm)
Kilograms (kg)

l

Grams (gm)
Kilograms (kg)

m

Grams (gm)
Kilograms (kg)

n

Grams (gm)
Kilograms (kg)

o

Grams (gm)
Kilograms (kg)

p

Grams (gm)
Kilograms (kg)

Accumulative Assessment 17 up to Lesson 2

Chapter 6

First: Choose the correct answer:

a The number of sides of a pentagon is ......5...... (4 or (5) or 6)

b The **value** of the digit 4 in 834 is ......4...... ((4) or 40 or 400)

c The greatest 3-digit number is ......999...... (100 or (999) or 102)

d 70 Tens = ...7...... Hundreds ((7) or 70 or 700)

e Nine hundred twelve = ...912...... ((912) or 920 or 921)

Second: Complete the following:

a 603 (in words): ......six hundred three...... .

b The number that comes right before 600 is ......599...... .

c 9 Hundreds + 5 Tens + 7 Ones = ...957...... .

d The smallest number formed from 5, 4 and 3 is ......345...... .

e The name of the solid that has **2** circular faces is ......cylinder......

Third: Answer the following:

a **Complete using (< , = or >):**

1. 405 < 504
2. Two hundred twenty > 212
3. 800 = 80 Tens
4. 70 + 500 + 8 < 758

b **Arrange the following numbers in an ascending order:**

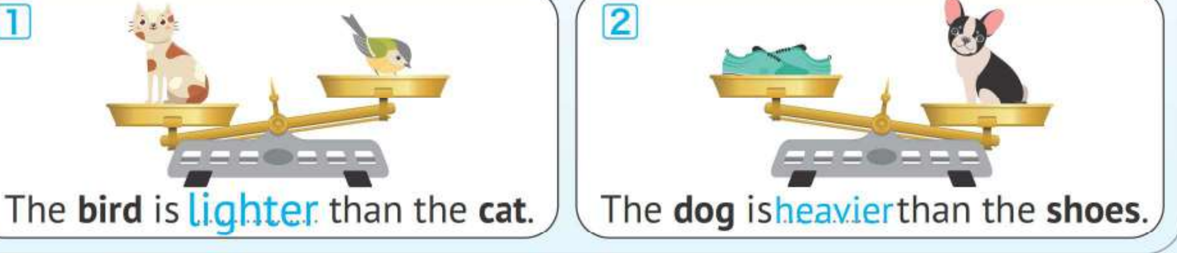
756 , 592 , 216 , 890 , 654

- ......216...... , ...592...... , ...654...... , ...756...... , ...890......

c **Use the pictures to answer with (lighter) or (heavier):**

1.

The **bird** is ......lighter...... than the **cat**.

2. 

The **dog** is ......heavier...... than the **shoes**.

Applications on Measuring Mass

تطبيقات على قياس الكتلة

- They must write (gm) or (kg) according to the problem after each solution.

Activity

ⓐ Mona bought a chicken that weighed 3 kilograms and a duck that weighed 5 kilograms.
What is the mass of the chicken and the duck together?

$3 + 5 = 8$ kg

ⓑ If the mass of Hani is 35 kilograms and the mass of Marwa is 24 kilograms.
What is the mass of Hani and Marwa together?

$35 + 24 = 59$ kg

ⓒ A baker has a bag of flour that has a mass of 90 kilograms. He used 30 kilograms of it to make bread.
What is the mass of flour that the baker did not use?

$90 - 30 = 60$ kg

ⓓ Mohamed has 77 grams of sweets, of which he ate 23 grams.
What is the mass of the remaining sweets?

$77 - 23 = 54$ kg

HOME ACTIVITIES

1 Marwa has a dog that weighs 15 kilograms, and a cat that weighs 7 kilograms.

How much do both of Marwa's pets weigh together?

......15...... + ...7...... = ...22 kg......

2 Fatima has a bicycle that weighs 18 kilograms.

Her brother has a tricycle that weighs 9 kilograms.

How much do the bikes weigh all together?

......18...... + ...9...... = ...27 kg......

3 Reham has two toy balls, each weighing 48 grams.

How much do Reham's toy balls weigh all together?

......48...... + ...48...... = ...96 kg......

4 Jasmine used 25 grams of salt and 16 grams of pepper to make a pizza.

What is the total mass of pepper and salt used?

......25...... + ...16...... = ...41 kg......

5 Basma has two rabbits. One of them weighs 4 kilograms and the other rabbit weighs 3 kilograms.

Her brother has two rabbits. One of them weighs 5 kilograms and the other rabbit weighs 4 kilograms.

How many kilograms do all rabbits weigh?

......4...... + ...3...... + ...5...... + ...4...... = ...16 kg......

6 Yara bought a bag of flour that weighed 39 kilograms.

She made cookies and used 5 kilograms of flour.

How many grams of flour does Yara have left?

39 – 5 = 34 kg

7 The weight of Eman is 58 kilograms and the weight of Remas is 52 kilograms.

Find the difference between their weights.

58 – 52 = 6 kg

8 A grocer had 86 kilograms of sugar. He sold 56 kilograms of this sugar.

How many kilograms are left?

86 – 56 = 30 kg

9 Fares had a box of biscuits that weighed 89 grams.

He ate 27 grams of the biscuits.

How many grams of biscuits are left in the box?

89 – 27 = 62 kg

10 Nour needs 95 grams of butter to make a cake. If Nour has 83 grams of butter, how many grams does Nour need to make the cake?

95 – 83 = 12 gm

Accumulative Assessment 18 up to Lesson 4

Chapter 6

First: Choose the correct answer:

a) 700 + 8 + 40 = 748 (784 or 748 or 487)

b) 7 + 90 = 97 (9 or 16 or 90)

c) The **value** of the digit 5 in 658 is 50 (5 or 50 or 500)

d) The pentagon has 5 sides (4 or 5 or 6)

e) 13 – 5 = 10 – 2 (10 or 8 or 5)

Second: Complete the following:

a) The smallest 3-digit number is 100 .

b) The number that comes just after 299 is 300 .

c) 8 + 7 = 7 + 7 + 1

d) The cube has 6 faces and 8 vertices.

e) 8 + 7 = 15

Third: Answer the following:

a) Arrange the following numbers in a descending order:

39 , 93 , 99 , 33 , 30

- 99 , 93 , 39 , 33 , 30

b) Find the result:

1) 52 + 25 = 77

2) 65 – 13 = 52

3)
$$\begin{array}{r} 48 \\ + \ 26 \\ \hline 74 \end{array}$$

4)
$$\begin{array}{r} 13 \\ - \ 9 \\ \hline 4 \end{array}$$

c) Hussam is carrying a bag of 69 grams mass, containing a pen of 15 grams mass and an eraser of 12 grams mass. What is the mass of the bag with the tools? 69 + 15 + 12 = 96 gm

Lessons 5&6 Time "A.M or P.M" – Creating an Analog Clock

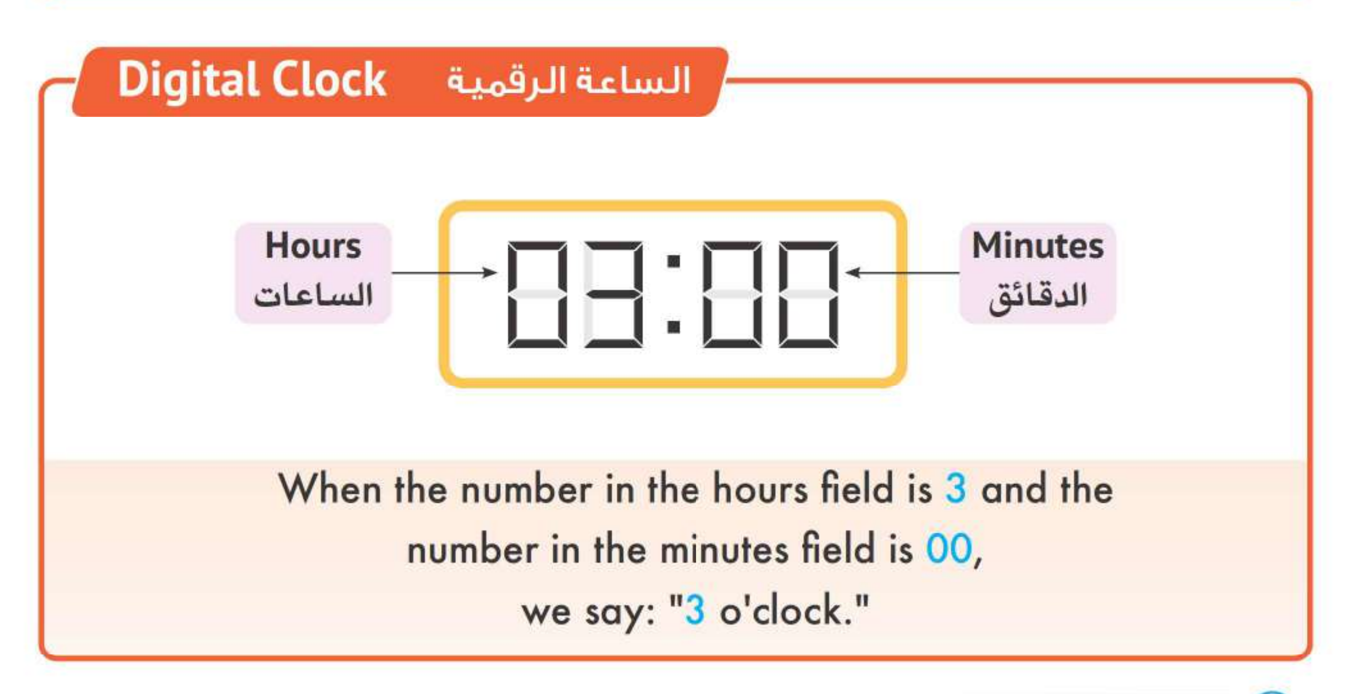
الوقت صباحًا ومساءً – إنشاء ساعة حائط

Learn

Analog Clock الساعة التناظرية (ساعة الحائط)

When the minutes hand (the long hand) points to 12 and the hours hand (the short hand) points to 3, we say: "3 o'clock."

Digital Clock الساعة الرقمية



When the number in the hours field is 3 and the number in the minutes field is 00, we say: "3 o'clock."

Write the time shown on the clock:

a

It's ......7...... o'clock.

b

It's ......9...... o'clock.

c

It's ......2...... o'clock.

d

It's ......6...... o'clock.

e

It's ......4...... o'clock.

f

It's ......3...... o'clock.

Activity 2

Show the time on the clock:

a

It's 7 o'clock.

b

It's 3 o'clock.

c

It's 10 o'clock.

d ...10... : ...00...

It's 10 o'clock.

e ...08... : ...00...

It's 8 o'clock.

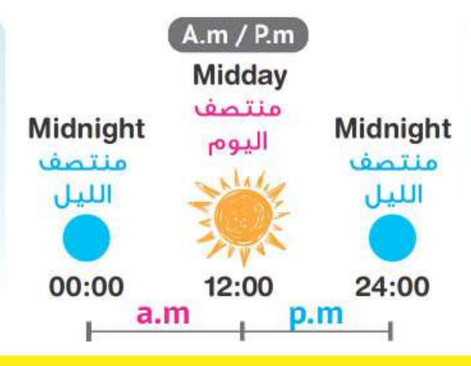
f ...11... : ...00...

It's 11 o'clock.

a.m صباحًا

Half of the day in the morning time from 12 midnight until 12 noon.

نصف اليوم من 12 منتصف الليل حتى 12 ظهرًا.



p.m مساءً

Half of the day in the afternoon and evening time from 12 noon until 12 midnight.

نصف اليوم من 12 ظهرًا حتى 12 منتصف الليل.

How do you spend your day?

A day = 24 hours

School Time
Lunch
Study
Play
Dinner
Bedtime
Breakfast

A.m | P.m

12, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Decide whether the activity happens in the a.m or p.m Circle the answer:

ⓐ Eating breakfast

a.m or p.m

ⓑ Practicing basketball

a.m or **p.m**

ⓒ Going to art class

a.m or p.m

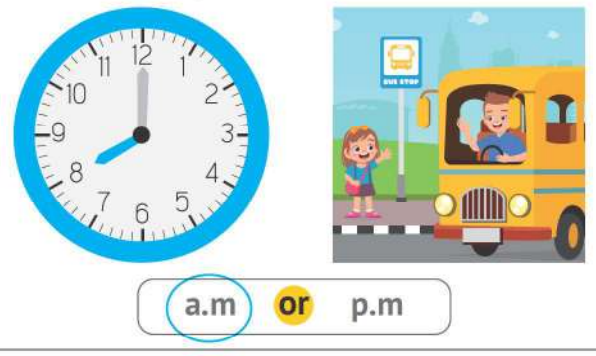
ⓓ Eating dinner

a.m or **p.m**

ⓔ Reading a bedtime story

a.m or **p.m**

ⓕ Arriving at school

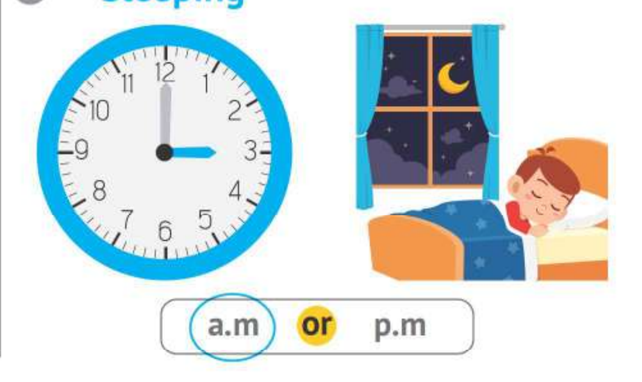


a.m or p.m

ⓖ Riding home from school

a.m or **p.m**

ⓗ Sleeping



a.m or p.m

HOME ACTIVITIES

1 Write the time shown on the clock:

ⓐ It's ......7...... o'clock.

ⓑ It's ......9...... o'clock.

ⓒ It's ......2...... o'clock.

ⓓ It's ......1...... o'clock.

ⓔ It's ......3...... o'clock.

ⓕ It's ......5...... o'clock.

ⓖ It's ....11.... o'clock.

ⓗ It's ....12.... o'clock.

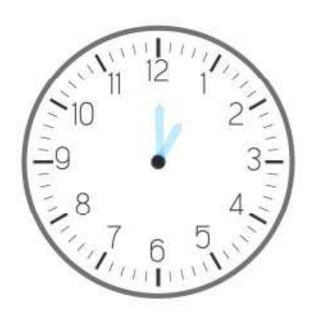
ⓘ It's ......4...... o'clock.

ⓙ It's ......6...... o'clock.

ⓚ It's ......8...... o'clock.

ⓛ It's ....10.... o'clock.

2 Show the time on the clock:

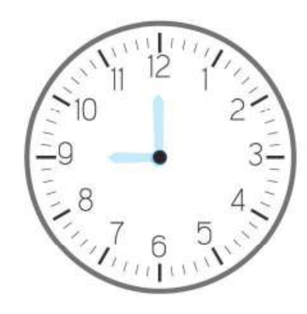


a It's 1 o'clock.

b It's 3 o'clock.

c It's 5 o'clock.

d It's 7 o'clock.

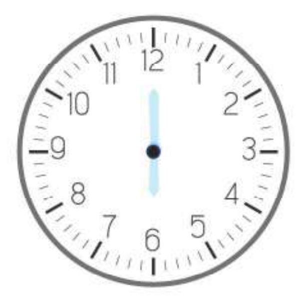


e It's 9 o'clock.

f It's 11 o'clock.

g It's 2 o'clock.

h It's 4 o'clock.



i It's 6 o'clock.

j It's 8 o'clock.

k It's 10 o'clock.

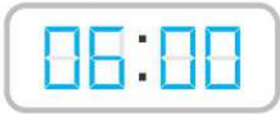
l It's 12 o'clock.

3 Write the time shown on the clock:

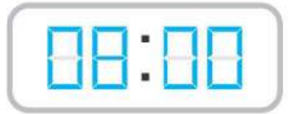
ⓐ It's ...12... o'clock.

ⓑ It's ...2... o'clock.

ⓒ It's ...4... o'clock.



ⓓ It's ...6... o'clock.



ⓔ It's ...8... o'clock.

ⓕ It's ...10... o'clock.

ⓖ It's ...1... o'clock.

ⓗ It's ...3... o'clock.

ⓘ It's ...5... o'clock.

4 Show the time on the clock:

...07... : ...00...

ⓐ It's 7 o'clock.

...9... : ...00...

ⓑ It's 9 o'clock.

...11... : ...00...

ⓒ It's 11 o'clock.

...02... : ...00...

ⓓ It's 2 o'clock.

...04... : ...00...

ⓔ It's 4 o'clock.

...06... : ...00...

ⓕ It's 6 o'clock.

...05... : ...00...

ⓖ It's 5 o'clock.

...10... : ...00...

ⓗ It's 10 o'clock.

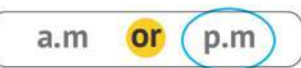
...12... : ...00...

ⓘ It's 12 o'clock.

5 Decide whether the activity happens in the a.m or p.m Circle the answer:

a Eating breakfast

b Practicing basketball

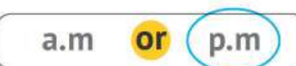


c Going to art class

d Eating dinner

a.m or p.m

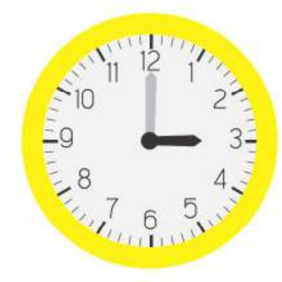
e Reading a bedtime story

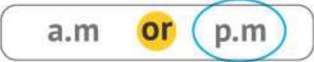


f Arriving at school

a.m or p.m

g Riding home from school





h Sleeping

a.m or p.m

Accumulative Assessment 19 up to Lesson 6

Chapter 6

First: Choose the correct answer:

a The smallest 3-digit number is ......100...... . (100 or 999 or 102)

b 7 Ones + 5 Tens + 6 Hundreds = ...657...... . (756 or 657 or 576)

c 799 < 80 Tens (< or = or >)

d The cube has ......6...... faces. (8 or 12 or 6)

e ......95...... − 35 = 60 (25 or 95 or 35)

Second: Complete the following:

a The **place value** of the digit 9 in 309 is ......Ones...... .

b Five hundred sixteen (in digits) = ...516...... .

c The number that comes right after 399 is ......400...... .

d The greatest number formed from 4, 6 and 0 is ......640...... .

e The triangle has ......3...... sides and ......3...... vertices.

Third: Answer the following:

a Find the result:

1 45 − 25 = ...20......

2 70 − 6 = ...64......

3 27 + 43 = ...70......

4 65 + 8 = ...73......

b Write the time:

1

......7 o'clock......

2

......1 o'clock......

c Draw the hands of the clock:

1

5 o'clock

2

9 o'clock

d Hoda has 38 LE, and Nada has 49 LE.

How much money do they have all together?

......38 + 49 = 87 LE......

Reading Time with Halves – Applications on Time – Reading Time in Minutes

الوقت بنصف الساعة والدقائق – وتطبيقات على الوقت

Learn

1 Hour = 60 Minutes

Quarter of an hour
15 minutes

Half of an hour
30 minutes

3 quarters of an hour
45 minutes

00:00
o'clock

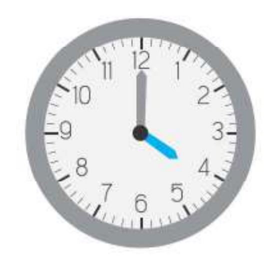
:00 :05 :10 :15 :20 :25 :30 :35 :40 :45 :50 :55

Quarter to
00:45

Quarter past
00:15

Half past
00:30

Telling time	قراءة الوقت	Hour	ساعة	Minute	دقيقة
Past	"وَ"	To	"إلا"		



When the minutes hand points to **12**
and the hours hand points to **4**,
we say: **"4 o'clock."**

When the number in the minutes field is **00**
and the number in the hours field is **4**,
we say: **"4 o'clock."**

When the minutes hand points to **3**
and the hours hand between **5** and **6** and close to **5**
we say: **"Quarter past 5."**

When the number in the minutes field is **15**
and the number in the hours field is **5**,
we say: **"Quarter past 5."**

When the minutes hand points to **6**
and the hours hand between **9**, **10**
we say: **"Half past 9."**

When the number in the minutes field is **30**
and the number in the hours field is **9**,
we say: **"Half past 9."**

When the minutes hand points to **9**
and the hours hand between **11** and **12** and close to **12**
we say: **"Quarter to 12."**

When the number in the minutes field is **45**
and the number in the hours field is **11**,
we say: **"Quarter to 12."**

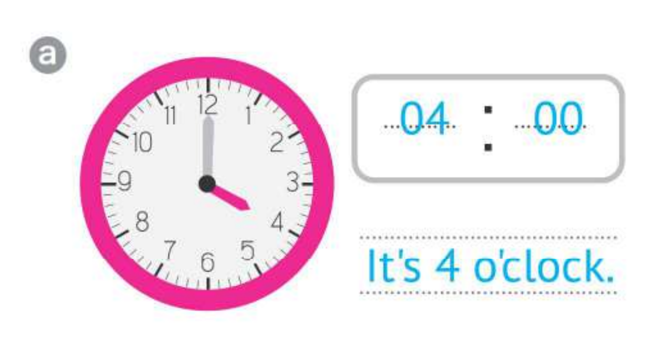
Activity 1 Match:

11:45 | 09:30 | 11:00 | 05:15

Quarter to 12 | 11 o'clock | Half past 9 | Quarter past 5

Activity 2 Complete:

a



04 : 00

It's 4 o'clock.

b

01 : 30

It's half past 1.

c

11 : 45

It's quarter to 12.

d

05 : 15

It's quarter past 5.

e

07 : 15

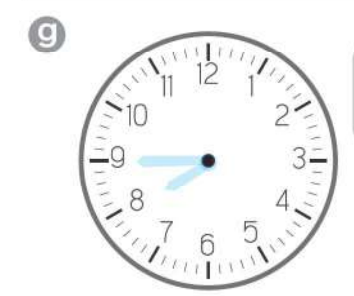
It's quarter past 7.

f

10 : 30

It's half past 10.

g



07 : 45

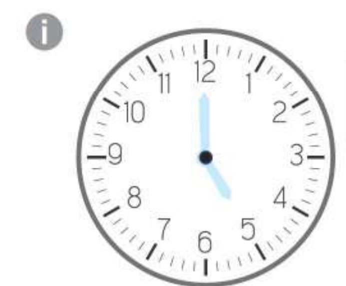
It's quarter to 8.

h

03 : 00

It's 3 o'clock.

i



05:00

It's 5 o'clock.

j

08:15

It's quarter past 8.

k

04:30

It's half past 4.

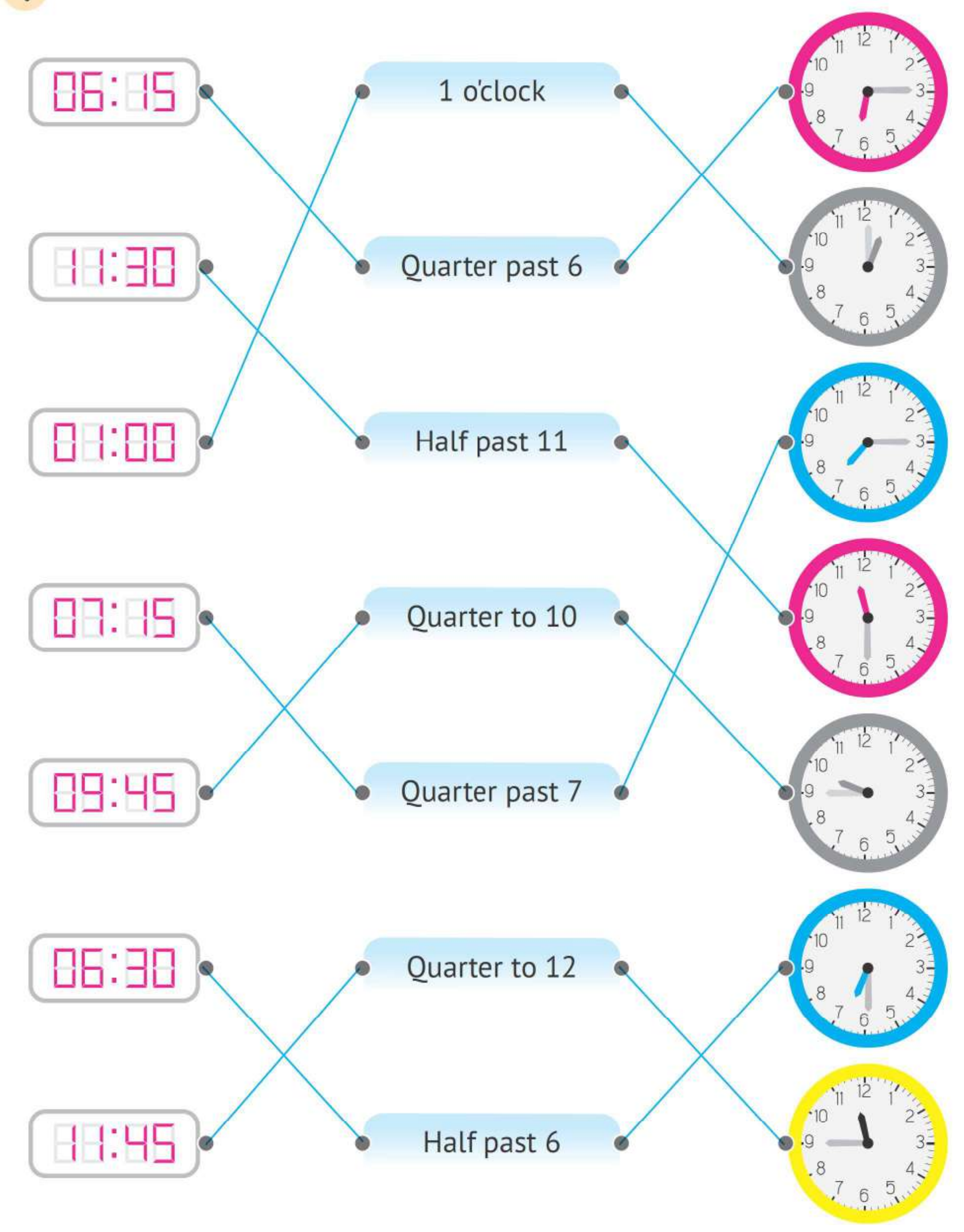
l

06:45

It's quarter to 7.

HOME ACTIVITIES

1 **Match:**



2 Write the time:

a) 04 : 00
It's 4 o'clock.

b) 01 : 30
It's half past 1.

c)
11 : 45
It's quarter to 12.

d) 05 : 15
It's quarter past 5.

e) 01 : 00
It's 1 o'clock.

f) 09 : 30
It's half past 9.

g) 07 : 45
It's quarter to 8.

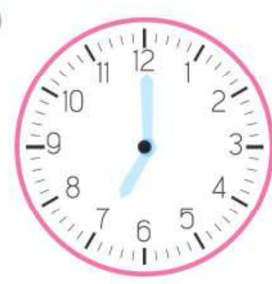
h) 06 : 15
It's quarter past 6.

i)
02 : 45
It's quarter to 3.

j) 08 : 15
It's quarter past 8.

3 Show the time on the clocks:

a



07 : 00

It's 7 o'clock.

b

06 : 30

It's half past 6.

c

06 : 15

It's quarter past 6.

d

11 : 45

It's quarter to 12.

e

11 : 30

It's half past 11.

f

09 : 30

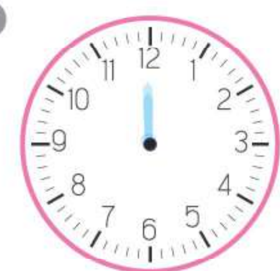
It's half past 9.

g

03 : 45

It's quarter to 4.

h



12 : 00

It's 12 o'clock.

i

02 : 45

It's quarter to 3.

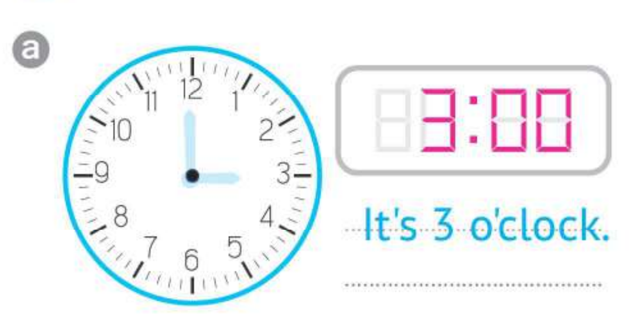
j

08 : 15

It's quarter past 8.

4 **Show and write the time:**

a



It's 3 o'clock.

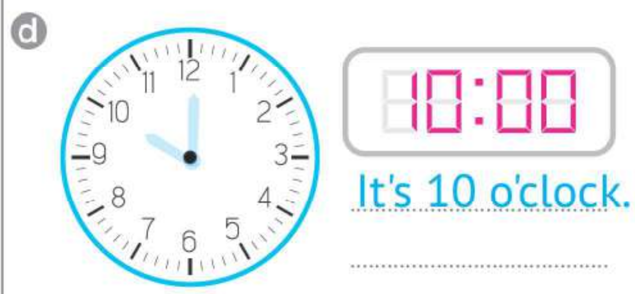
b

It's quarter to 2.

c

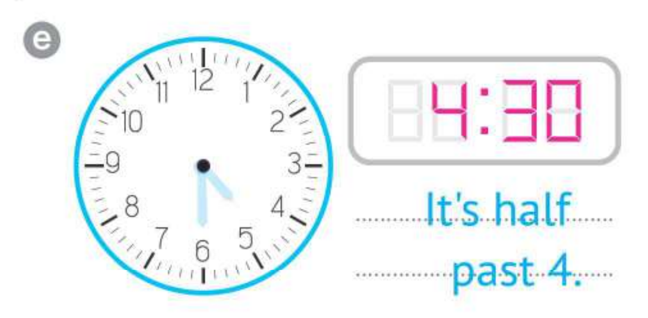
It's quarter past 5

d



It's 10 o'clock.

e



It's half past 4.

f

It's quarter to 10.

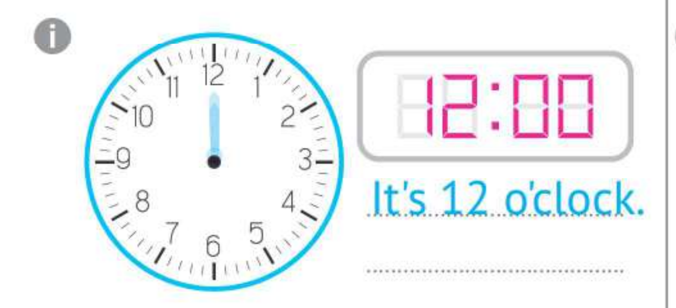
g

It's quarter to 9.

h

It's half past 7.

i



It's 12 o'clock.

j

It's quarter past 4.

Accumulative Assessment 20 up to Lesson 10

Chapter 6

First: Choose the correct answer:

a The greatest 3-digit number formed from the digits 3 and 4 is 443 . (430 or 403 or 443)

b The number that comes just after 560 is 561. (561 or 660 or 570)

c 8 Hundreds = 80 Tens (800 or 80 or 8)

d The **value** of the digit 3 in 439 is 30 . (300 or 30 or 3)

e The cylinder has 0 vertices. (0 or 1 or 8)

Second: Complete the following:

a The number that comes just before 500 is 499 .

b The square has 4 sides and 4 vertices.

c 51 + 32 = 83

d 275 , 274 , 273 , 272 , 271 , 270 .

e The triangle is a 2D shape that has 3 sides only.

Third: Answer the following:

a Find the result:

1. 45 + 29 = 74
2. 78 − 36 = 42
3. 63 + 27 = 90
4. 500 + 30 + 9 = 539

b Complete using (< , = or >):

1. 45 + 36 < 99 − 9
2. 2 + 50 + 300 > 253
3. 78 − 56 < 14 + 28
4. Nine hundred > 9 Tens

c Complete:

1.

It's quarter to 4.

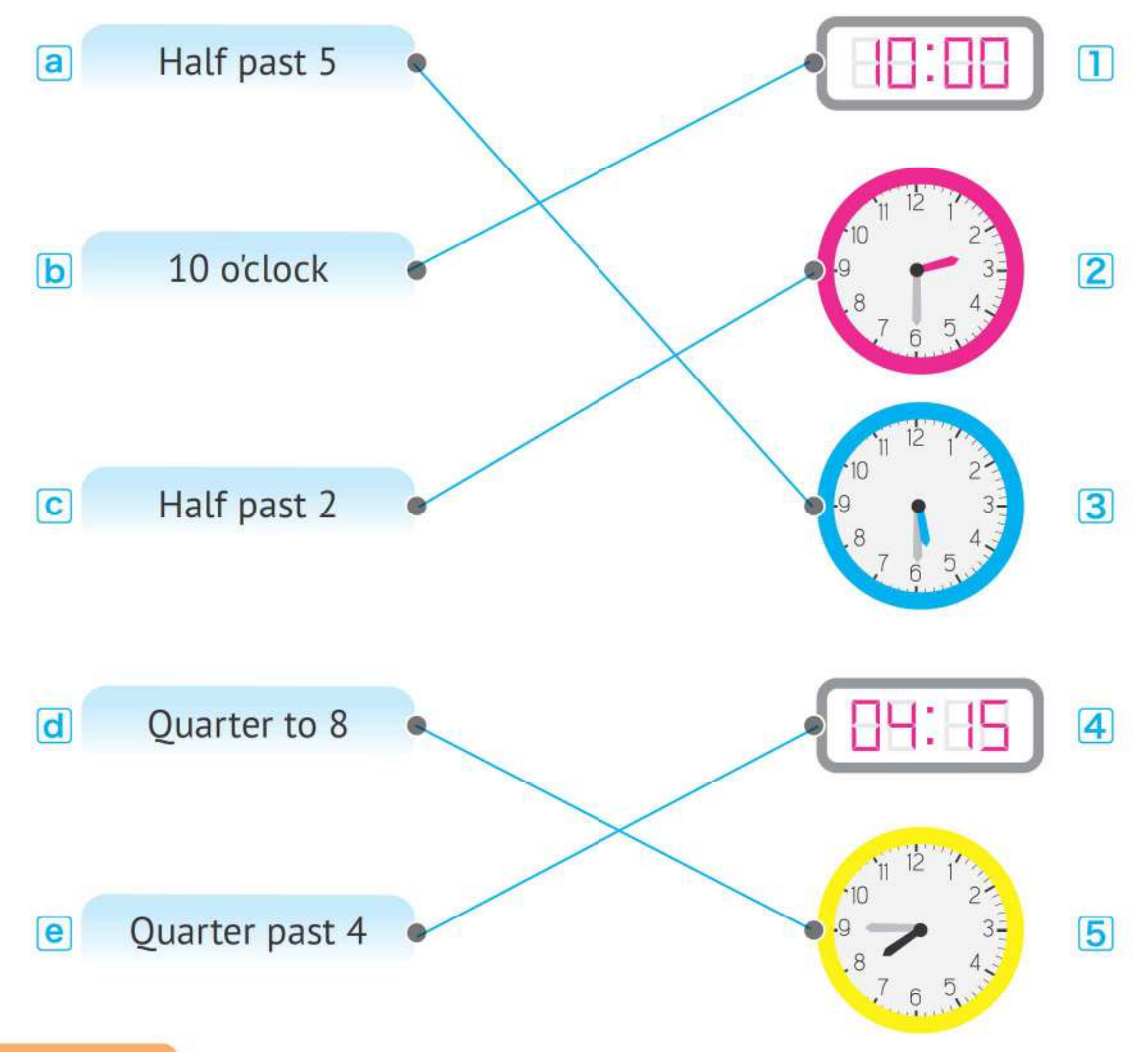
2.

07 : 30

It's half past 7.

Assessment on Chapter 6

First: **Match:**



Second:

Write the best unit of measurement for weighing each object (gm or kg):

Third: Answer the following:

a Malak bought 6 kg of flour, and used 4 kg of it to make a cake.

How much flour does she have left?

6 – 4 = 2kg

b Two goats, the mass of the first is 27 kg and the second is 15 kg.

What is the total mass of the two goats together?

27 + 15 = 42 kg

c **Draw the hands of the clock:**

1

It's 11 o'clock.

2

It's half past 3.

3

It's quarter past 1.

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General Exercises on Chapter 1

First: Look at the **animals on a farm** pictograph and then answer:

Animals on a Farm

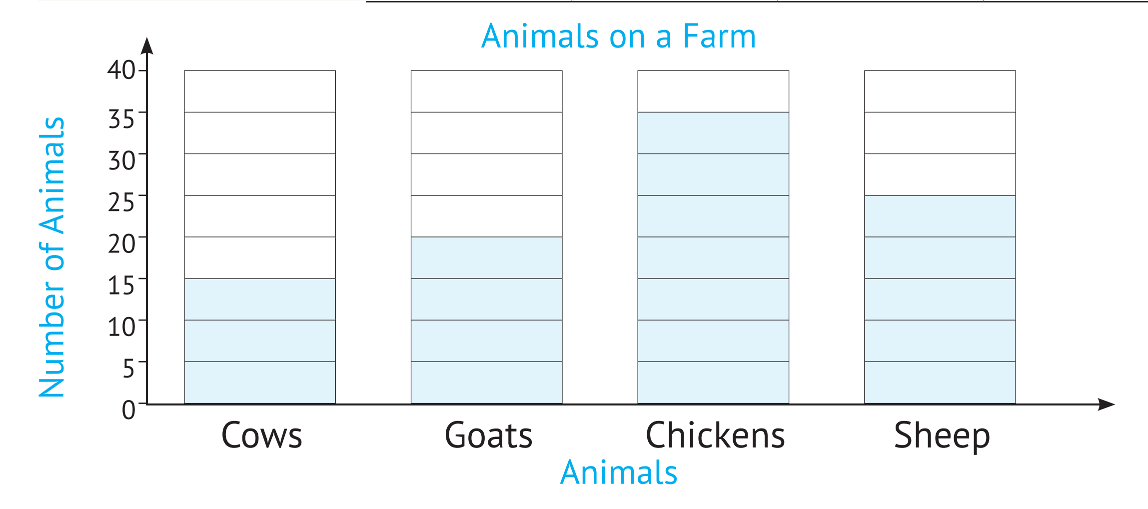
Cows							
Goats							
Chickens							
Sheep							

Key

Each animal picture represents 5 animals.

a **Complete the following table:**

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	15	20	35	25



b **Answer the following questions:**

ⓐ How many cows are there on the farm? 15

ⓑ How many goats and chickens are there on the farm? 20 + 35 = 55

ⓒ Which animal is found the most on the farm? .... Chickens

ⓓ Which animal is found the least on the farm? .... Cows

Second: Look at the following pictograph and then answer:

Name
Sara
Tamer
Nader
Adam
Sandy
Jana

Key

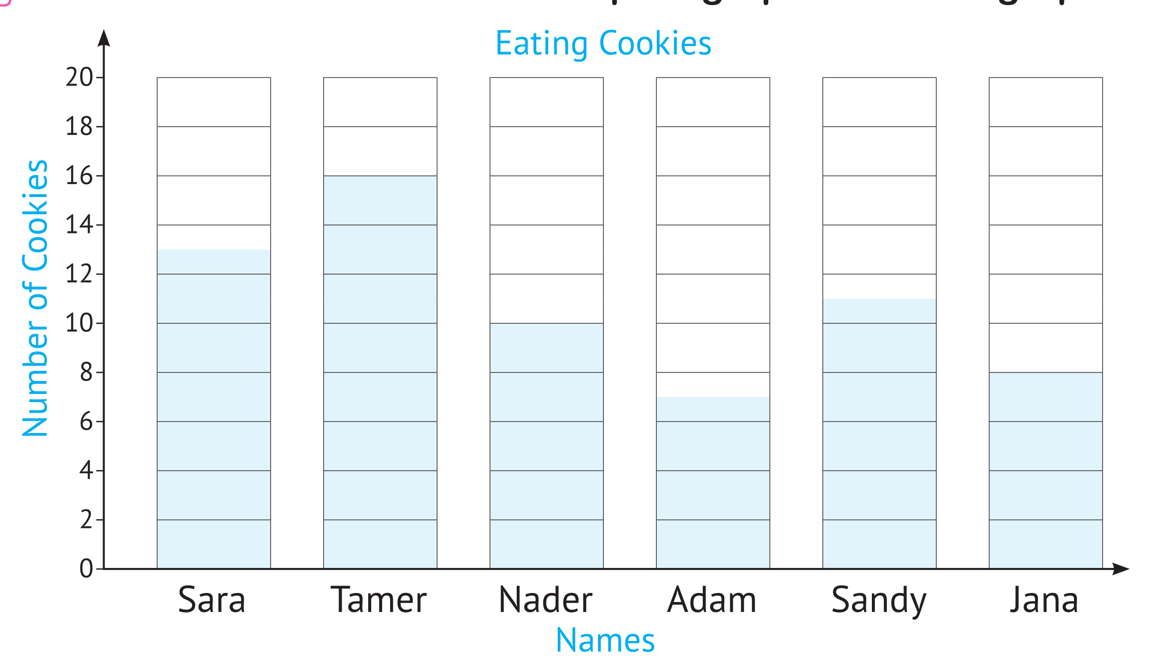
= 2 cookies

= 1 cookie

a Complete the following table:

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies	13	16	10	7	11	8

b Convert the same data from the pictograph into a bar graph:



C **Use the previous bar graph, then complete using (< , = or >):**

ⓐ Number of cookies Sara ate	<	Number of cookies Tamer ate
ⓑ Number of cookies Nader ate	>	Number of cookies Adam ate
ⓒ Number of cookies Sandy ate	>	Number of cookies Jana ate
ⓓ Number of cookies Tamer ate	>	Number of cookies Sandy ate
ⓔ Number of cookies Adam ate	<	Number of cookies Sara ate
ⓕ Number of cookies Sandy ate		Number of cookies Sara ate

d **Answer the following questions:**

ⓐ How many cookies did Tamer eat? ......16......

ⓑ How many cookies did Jana eat? ......8......

ⓒ How many more cookies did Sara eat than Adam? ......$13 - 7 = 6$......

ⓓ How many more cookies did Sandy eat than Jana? ......$11 - 8 = 3$......

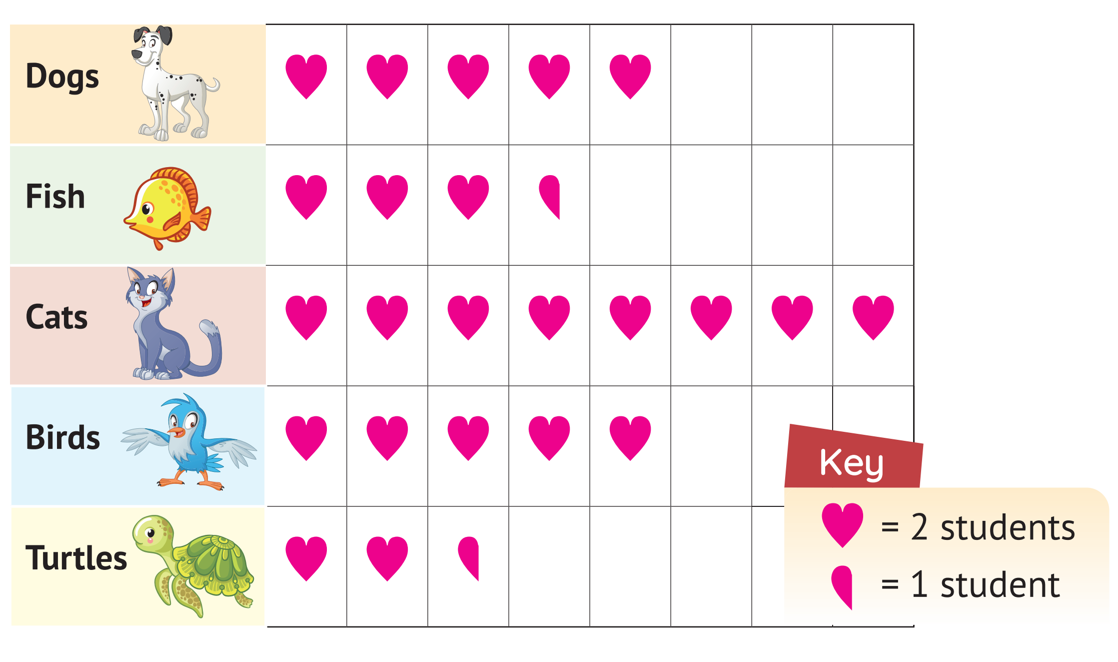
ⓔ How many cookies did Sara, Nader and Adam eat? $13 + 10 + 7 = 30$

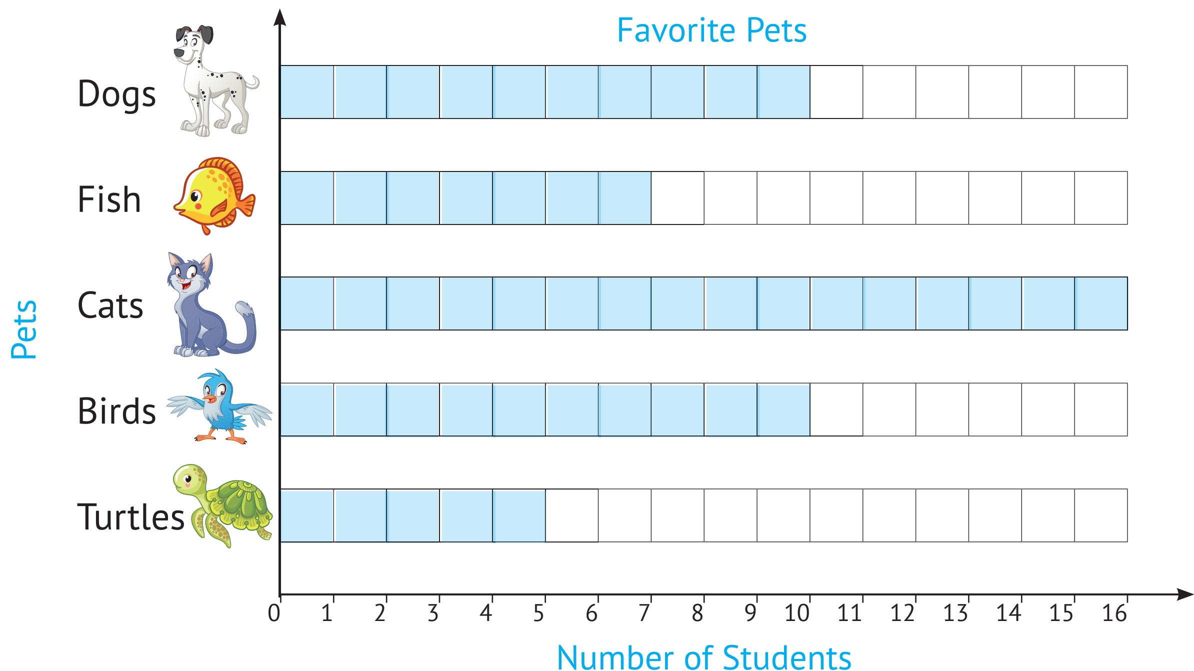
ⓕ How many cookies did Tamer and Sandy eat? ......$16 + 11 = 27$......

ⓖ Who ate the greatest number of cookies? ......Tamer......

ⓗ Who ate the least number of cookies? ......Adam......

Third: **Convert the same data from the following pictograph into the bar graph, then complete the table:**





Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

a **Use the previous bar graph, then complete using (< , = or >):**

a. Number of students who liked dogs = Number of students who liked birds

b. Number of students who liked fish > Number of students who liked turtles

c. Number of students who liked cats > Number of students who liked dogs

d. Number of students who liked birds > Number of students who liked fish

b **Answer the following questions:**

a. How many students liked fish? .... 7 ....

b. How many students liked birds? .... 10 ....

c. How many more students liked cats than birds? .... 16 – 10 = 6 ....

d. How many more students liked birds than turtles? .... 10 – 5 = 5 ....

e. How many students all together liked dogs, fish, and cats? 10 + 7 + 16 = 33

f. How many students all together liked cats, birds, and turtles? 16 + 10 + 5 = 31

g. Which pet is liked the most? .... Cats ....

h. Which pet is liked the least? .... turtles ....

General Exercises on Chapter 2

First: Complete the following:

1. 5 + 5 = 10
2. 7 + 7 = 14
3. 8 + 8 = 16
4. 8 + 9 = 8 + 8 + 1 = 16 + 1 = 17 *(Adding Doubles)*
5. 8 + 7 = 1 + 7 + 7 = 1 + 14 = 15 *(Adding Doubles)*
6. 6 + 5 = 1 + 5 + 5 = 1 + 10 = 11 *(Adding Doubles)*
7. 6 + 9 = 15 *(Counting On Strategy)*
8. 9 + 7 = 16 *(Counting On Strategy)*
9. 3 + 11 = 14 *(Counting On Strategy)*
10. 15 – 8 = 7 *(Counting On Strategy)*
11. 12 – 4 = 8 *(Counting On Strategy)*
12. 11 – 7 = 4 *(Counting On Strategy)*
13. 45 + 10 = 55 *(Using the 120 Chart)*
14. 26 + 10 = 36 *(Using the 120 Chart)*
15. 75 – 10 = 65 *(Using the 120 Chart)*
16. 25 – 10 = 15 *(Using the 120 Chart)*
17. 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14 *(Making 10)*
18. 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12 *(Making 10)*
19. 9 + 6 = 9 + 1 + 5 = 10 + 5 = 15 *(Making 10)*
20. 12 – 5 = 12 – 2 – 3 = 10 – 3 = 7 *(Making 10)*
21. 16 – 8 = 16 – 6 – 2 = 10 – 2 = 8 *(Making 10)*
22. 15 – 7 = 15 – 5 – 2 = 10 – 2 = 8 *(Making 10)*

23 ......7...... + 5 = 12

24 ......9...... + 7 = 16

25 8 + ...5...... = 13

26 7 + ...4...... = 11

27 ......13...... − 5 = 8

28 ......8...... − 4 = 12

29 17 − ......9...... = 8

30 14 − ......8...... = 6

Second: Choose the correct answer:

1. Double of 9 = ...18...... (99 or 9 or (18))
2. 7 + ...7...... = 14 ((7) or 4 or 21)
3. ......9...... + 9 = 18 (8 or 1 or (9))
4. 6 + 6 = ...12...... (66 or 6 or (12))
5. 7 + 6 = 6 + 6 + ...1...... (6 or (1) or 7)
6. 5 + ...4...... = 4 + 4 + 1 (5 or (4) or 1)
7. ......4...... + 3 = 1 + 3 + 3 (7 or 3 or (4))
8. 5 + 6 = ...10...... + 1 (11 or (10) or 5)
9. 9 + 5 = ...14...... (95 or 15 or (14))
10. 8 + 3 = ...11...... ((11) or 8 or 3)
11. ......4...... + 8 = 12 (12 or 20 or (4))
12. 15 − 7 = ...8...... ((8) or 22 or 3)
13. 20 − 15 = ...5...... (35 or (5) or 15)
14. 20 − 3 = ...17...... ((17) or 23 or 50)
15. 25 + 10 = ...35...... (26 or (35) or 30)
16. 48 + ...10...... = 58 (1 or (10) or 11)
17. ......65...... + 10 = 75 ((65) or 85 or 74)
18. 39 − ......10...... = 29 ((10) or 1 or 9)
19. ......17...... − 10 = 7 ((17) or 7 or 80)
20. 96 − 10 = ...86...... (95 or 85 or (86))

21	7 + 5 = 10 + 2	(12 or 3 or (10))
22	8 + 6 = 10 + 4	(8 or (4) or 14)
23	8 + 5 = 8 + 2 + 3	(5 or 2 or (3))
24	9 + 7 = 9 + 1 + 6	(16 or 6 or (9))
25	8 + 5 = 10 + 3	(13 or (5) or 2)
26	9 + 8 = 10 + 7	((9) or 10 or 7)
27	12 – 5 = 10 – 3	(5 or 2 or (3))
28	13 – 8 = 10 – 5	(8 or 5 or (10))
29	17 – 9 = 10 – 2	(8 or (9) or 7)
30	14 – 6 = 10 – 2	((14) or 10 or 8)

Third: Answer the following:

1 Use the **Doubles Addition strategy** to find:

a) 5 + 4 = 1 + 4 + 4 = 1 + 8 = 9

b) 7 + 6 = 1 + 6 + 6 = 1 + 12 = 13

c) 9 + 8 = 1 + 8 + 8 = 1 + 16 = 17

2 Find the result using the **Counting On strategy**:

a) 5 + 7 = 12

b) 7 + 8 = 15

c) 15 – 6 = 9

d) 18 – 9 = 9

3 Find the result using **Making a Ten strategy**:

a) 8 + 5 = 8 + 2 + 3 = 10 + 3 = 13

b) 9 + 7 = 9 + 1 + 6 = 10 + 6 = 16

c) 12 – 4 = 12 – 2 – 2 = 10 – 2 = 8

d) 17 – 9 = 17 – 7 – 2 = 10 – 2 = 8

4 Use the 120 Chart to find:

a) 45 + 10 = 55

b) 16 + 10 = 26

c) 87 − 10 = 77

d) 63 − 10 = 53

5 Solve the following word problems:

a) Nada had 8 LE. Her mother gave her 9 LE more.

How much money does Nada have now?

8 + 9 = 17 L.E .

b) Mustafa had 13 oranges. He ate 5 oranges.

How many oranges does he have left?

13 − 5 = 8 oranges .

c) Eman has 5 pencils, Sara has 4 pencils and Mark has 7 pencils.

How many pencils do they all have?

5 + 4 + 7 = 16 pencils .

d) Magdy had 14 pounds. He bought a book and he had 8 pounds left. How much is the book? (14 − 6 = 8)

14 − 8 = 6 .

e) There were a number of birds on a tree, 8 of them flew away and 7 birds remained on the tree.

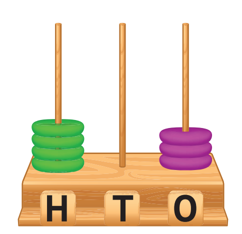
How many birds were there on the tree? (15 − 8 = 7)

8 + 7 = 15 birds .

General Exercises on Chapter 3

First: **Complete the following:**

1. The place value of the digit 5 in 258 is ....Tens............ .
2. The place value of the digit 7 in 107 is ....Ones............ .
3. The place value of the digit 6 in 681 is ....Hundreds............ .
4. The place value of the digit 0 in 306 is ....Tens............ .
5. The value of the digit 1 in 189 is ....100............ .
6. The value of the digit 2 in 52 is ....2............ .
7. The value of the digit 3 in 38 is ....30............ .
8. The value of the digit 0 in 107 is ....0............ .
9. The number shown on the corresponding abacus is ......403...... .



10. 319 (in word form) is ......Three hundred nineteen...... .
11. 409 (in word form) is ......Four hundred nine...... .
12. 920 (in word form) is ......Nine hundred twenty...... .
13. Nine hundred fifty-six (in standard form): ......956...... .
14. Nine hundred seventeen (in standard form): ......917...... .
15. Two hundred eight (in standard form): ......208...... .
16. One hundred ten (in standard form): ......110...... .
17. 500 + 60 + 7 = ...567......
18. 9 + 0 + 5 = ...14......
19. 800 + 6 = ...806......

20 5 + 90 + 200 = 295

21 756 = 700 + 56

22 427 = 400 + 27

23 693 = 600 + 90 + 3

24 6 Hundreds + 7 Tens + 5 Ones = 675

25 2 Tens + 8 Hundreds + 4 Ones = 824

26 597 = 5 Hundreds + 9 Tens + 7 Ones.

27 509 = 9 Ones + 5 Hundreds.

28 The **greatest** number formed from 3 digits is 999 .

29 The **smallest** number formed from 3 digits is 100 .

30 The **greatest** 3-different-digit number is 987 .

31 The **smallest** 3-different-digit number is 102 .

32 From the digits (4, 3 and 7), the **greatest** number is 743 and the **smallest** number is 347 .

33 The **greatest** 3-digit number formed from 5 and 2 is 552

34 The **smallest** 3-digit number formed from 9 and 4 is 449

35 The number that comes just **after** 725 is 726 .

36 The number that comes just **before** 700 is 699 .

37 The number 301 comes just **after** 300 .

38 The number 499 comes just **before** 500 .

39 The number 110 comes just **after** 109.

40 The number 99 comes just **before** 100.

Second: Choose the correct answer:

1. The place value of the digit 8 in 387 is ......Tens...... .
   (Hundreds or Tens or Ones)

2. The place value of the digit 7 in 27 is ......Ones...... .
   (Hundreds or Tens or Ones)

3. The value of the digit 9 in **9**12 is ......900...... .
   (9 or 90 or 900)

4. The value of the digit 0 in 1**0**9 is ......0...... .
   (0 or 10 or 100)

5. 708 (in word form) is ......Seven hundred eight
   (seven hundred eight or seven hundred eighty or seven hundred eighteen)

6. 919 (in word form) is ......Nine hundred nineteen
   (nine hundred nine or nine hundred ninety or nine hundred nineteen)

7. Four hundred thirty-six (in standard form) is ......436...... .
   (436 or 364 or 634)

8. One hundred eleven (in standard form) is ......111...... .
   (101 or 110 or 111)

9. Eight hundred eight (in standard form) is ......808...... .
   (88 or 880 or 808)

10. 400 + 50 + 8 = ...458...... (458 or 485 or 854)

11. 7 + 20 + 600 = ...627...... (726 or 462 or 627)

12. 800 + 20 = ...820...... (802 or 82 or 820)

13. 600 + 7 = ...607...... (670 or 607 or 13)

14 2 + 0 + 3 = 5 (203 or 23 or (5))

15 50 + 0 + 4 = 54 (504 or (54) or 9)

16 756 = 700 + 50 + 6 (5 or (50) or 500)

17 908 = 900 + 8 ((8) or 80 or 800)

18 5 Hundreds + 2 Tens + 6 Ones = 526 ((526) or 625 or 265)

19 9 Ones + 3 Tens + 4 Hundreds = 439 (934 or (439) or 369)

20 6 Tens + 7 Hundreds + 3 Ones = 763 (673 or 376 or (763))

21 5 Tens + 6 Hundreds = 650 (560 or (650) or 605)

22 4 Hundreds + 7 Ones = 407 ((407) or 470 or 704)

23 The **greatest** 3-digit number is 999 . ((999) or 987 or 100)

24 The **smallest** 3-digit number is 100 . (123 or 102 or (100))

25 From the digits (5, 8 and 0), the **greatest** number is 850 .

(508 or 580 or (850))

26 From the digits (7, 9 and 0), the **smallest** number is 709 .

(790 or 970 or (709))

27 The number that comes just **before** 500 is 499 .

(501 or 599 or (499))

28 The number 401 comes just **after** 400 . ((400) or 401 or 499)

29 The number 299 comes just **before** 300 .

(298 or (300) or 301)

30 The number 410 comes just **after** 409.

((410) or 408 or 400)

Third: Answer the following:

1 Write all numbers that can be formed from the digits (7, 3 and 5).

735 , 753 , 537 , 573 , 357 , 375 .

2 **Complete using (<, = or >):**

a 723 > 599 b 623 < 632

c 5 + 70 + 600 > 576 d 9 Hundreds + 6 Ones < 960

e 7 + 5 = 10 + 2 f 12 – 7 > 10 – 7

g 500 + 6 < 560 h 3 + 0 + 5 < 305

i 70 Tens = 7 Hundreds j 30 Tens > 30 Ones

3 **Arrange the following numbers in an ascending order:**

a 701 , 107 , 710 , 170 , 100 , 700

100 , 107 , 170 , 700 , 701 , 710 .

b 625 , 256 , 562 , 652 , 265 , 526

256 , 265 , 526 , 562 , 625 , 652 .

c 50 , 505 , 5 , 555 , 500 , 550

5 , 50 , 500 , 505 , 550 , 555 .

4 **Arrange the following numbers in a descending order:**

a 901 , 900 , 109 , 190 , 100 , 910

910 , 901 , 900 , 190 , 109 , 100 .

b 396 , 693 , 936 , 369 , 963 , 639

963 , 936 , 693 , 639 , 396 , 369 .

c 80 , 808 , 8 , 888 , 800 , 880

888 , 880 , 808 , 800 , 80 , 8 .

General Exercises on Chapter 4

First: Complete the following:

1. 7 + 9 = 9 + ...7......
2. 3 + 5 = ...5...... + 3
3. ......4...... + 6 = 6 + 4
4. 2 + ...8...... = 8 + 2
5. 89 = 80 + ...9......
6. 72 = ...70...... + 2
7. 40 + 7 = ...47......
8. 3 + 20 = ...23......
9. 9 Tens + 4 Ones = ...94......
10. 6 Ones + 3 Tens = ...36......
11. 3 Tens + 5 Tens = ...8...... Tens
12. ......2...... Tens + ...9...... Ones = 29
13. ......2...... Ones + ...5...... Tens = 52
14. The estimate of 36 is ......40...... . *(using the 120 Chart)*
15. The estimate of 36 is ......30...... . *(using the place value strategy)*
16. The estimate of 42 is ......40...... . *(using the 120 Chart)*
17. The estimate of 42 is ......40...... . *(using the place value strategy)*
18. 45 + 12 = ...57......
19. 78 + 16 = ...94......
20. 96 – 24 = ...72......

Second: Choose the correct answer:

1. 8 + 3 = 3 + ...8...... (8 or 3 or 11)
2. 7 + 6 = ...6...... + 7 (7 or 6 or 13)
3. 5 + ...9...... = 9 + 5 (5 or 9 or 14)
4. ......7...... + 3 = 3 + 7 (7 or 3 or 10)
5. 9 + 70 = ...79...... (97 or 79 or 16)
6. 30 + 4 = ...34...... (34 or 43 or 70)
7. 50 + ...4...... = 54 (4 or 5 or 40)

8 ......70...... + 8 = 78 (7 or 80 or (70))

9 3 Tens + 5 Ones = ...35...... ((35) or 53 or 80)

10 6 Ones + 4 Tens = ...46...... (64 or (46) or 10)

11 3 Tens + 2 Tens = ...50...... (32 or (50) or 5)

12 4 Tens + 3 Tens = ...7...... Tens (43 or 70 or (7))

13 The estimate of 48 is ......50...... . *(using the 120 Chart)* (40 or (50) or 49)

14 The estimate of 48 is ......40...... . *(using the place value strategy)* ((40) or 50 or 49)

15 The estimate of 63 is ......60...... . *(using the 120 Chart)* ((60) or 70 or 65)

16 The estimate of 63 is ......60...... . *(using the place value strategy)* ((60) or 70 or 65)

Third: Answer the following:

1 Find the result:

a 45 + 8 = ...53......

b 26 + 9 = ...35......

c 64 + 18 = ...82......

d 34 + 49 = ...83......

e 52 − 2 = ...50......

f 38 − 4 = ...34......

g 43 − 5 = ...38......

h 15 − 8 = ...7......

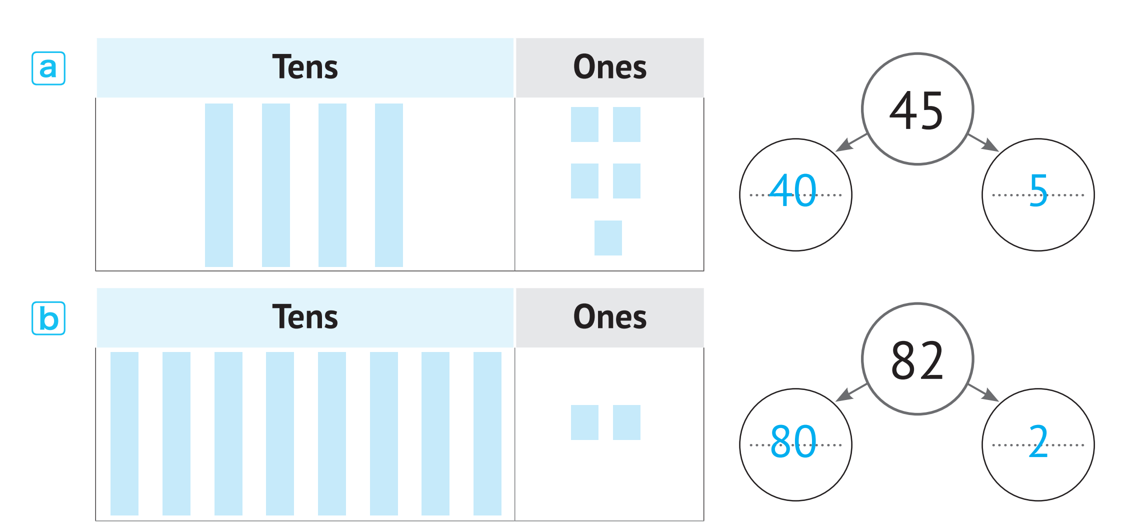
i 28 + 25 = ...53......

j 45 + 15 = ...60......

k 36 − 14 = ...22......

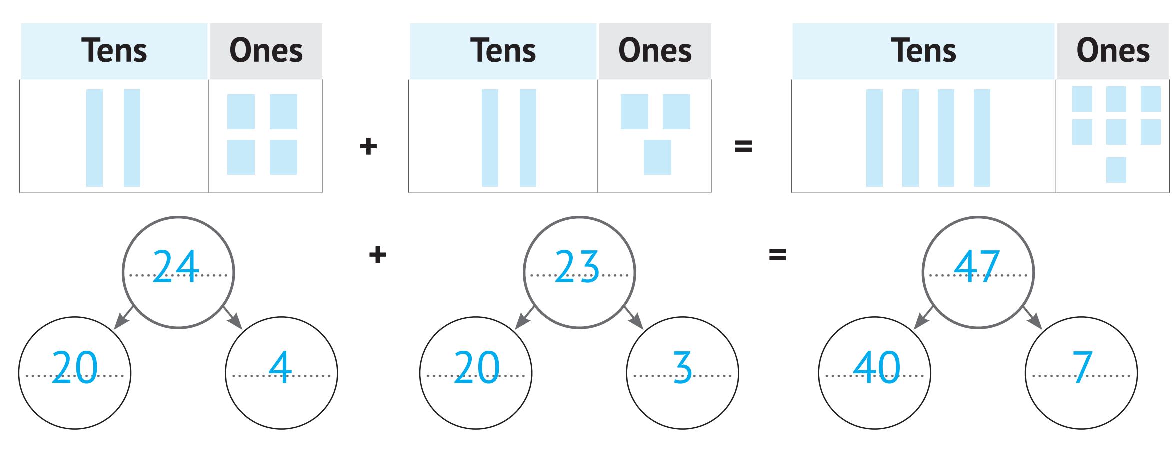
l 17 − 9 = ...8......

2 Decompose each number. Draw **sticks** to show the Tens and **small boxes** to show the Ones. Then write the Tens and Ones in the **number circles**:



3 Decompose the two numbers by drawing **sticks** to show the Tens and **small boxes** to show the Ones, then find the result:

a 24 + 23 = 47

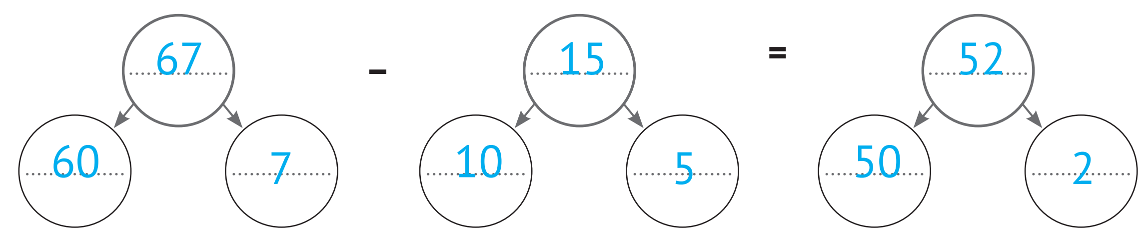


b 67 – 15 = 52 .

Tens	Ones

=

Tens	Ones



4 Use the 120 Chart to estimate:

a

3 7	→		40
+ 2 5	→	+	30
			70

37 + 25 is about 70 .

b

4 9	→		50
– 2 3	→	–	20
			30

49 – 23 is about 30 .

5 Use the place value strategy to estimate:

a

4 3	→		40
+ 2 7	→	+	20
			60

43 + 27 is about 60 .

b

5 6	→		50
– 1 4	→	–	10
			40

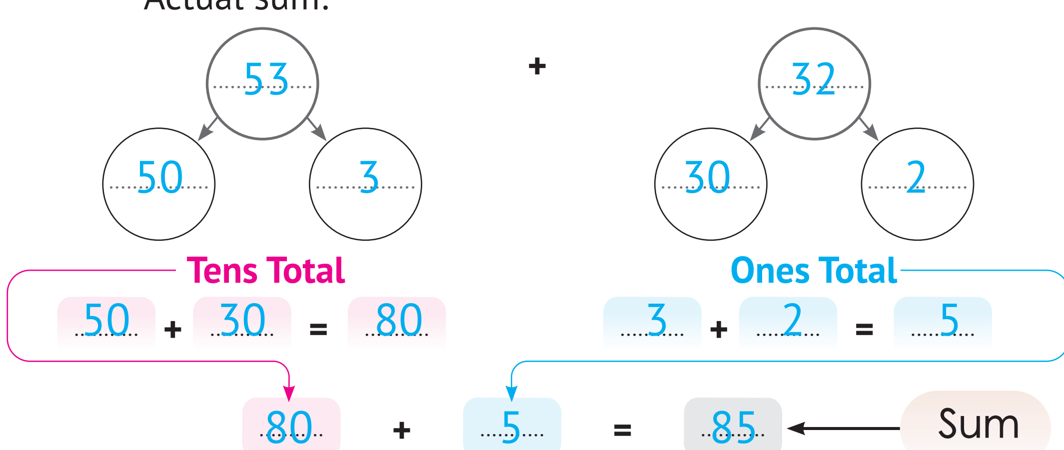
56 – 14 is about 40 .

6 Estimate the sum of (using the place value strategy):

- 53 + 32

– Estimation: 53 + 32 → 50 + 30 = 80

– Actual sum:



The estimate (80) is (closer *or* not closer) to the actual sum (85), so the estimate is (accepted *or* not accepted).

General Exercises on Chapter 5

First: Complete the following sentences:

1. The triangle has ....3.......... sides and ....3.......... vertices.
2. The quadrilateral has ....4.......... sides and ....4.......... vertices.
3. The ....pentagon.......... has 5 sides.
4. The ....hexagon.......... has 6 sides.
5. The circle has ....0.......... sides.
6. ....Square.......... and ....rhombus.......... are quadrilaterals with 4 equal sides.
7. The rectangle has ....4.......... sides.
8. The ....trapezoid.......... has 4 sides, 2 sides are parallel and 2 are not parallel.
9. The cube has ....6.......... faces and the shape of each face is a ....square.......... .
10. The number of vertices of a cube is ....8.......... .
11. The number of edges of a cube is ....12.......... .
12. The rectangular prism has ....12.......... edges, ...8.......... vertices and ....6.......... faces, each face is a ....rectangle.......... .
13. The square-based pyramid has ....8.......... edges, ...5.......... vertices and ....5.......... faces.
14. A ....sphere.......... has no edges, no vertices, and no faces.
15. A ....cylinder.......... has no edges, no vertices, and 2 circular faces.

Second: Choose the correct answer:

1. The triangle has ....3.......... sides. (3 or 4 or 5)
2. The quadrilateral has ....4.......... sides. (3 or 4 or 5)
3. The pentagon has ....5.......... sides. (3 or 4 or 5)

4. The hexagon has ......5...... sides. ((5) or 6 or 7)
5. The square has ......4...... vertices. (3 or (4) or 5)
6. The rectangle has ......4...... sides. (3 or (4) or 5)
7. A ...Square... is a quadrilateral. ([square] or triangle or pentagon)
8. A ...Triangle... has 3 sides. (hexagon or pentagon or [triangle])
9. A ...Rhombus... has 4 equal sides. ([rhombus] or rectangle or trapezoid)
10. The suitable length of a pencil is ......12...... cm.

    (2 or (12) or 50)
11. The suitable length of an eraser is ......5...... cm.

    ((5) or 15 or 80)
12. The suitable length of a book is ......25...... cm.

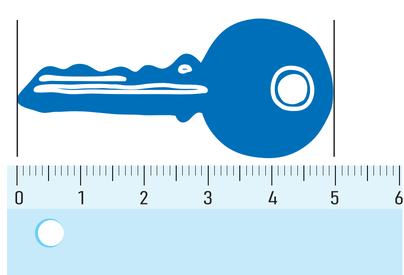
    (5 or (25) or 75)
13. The number of edges of a cube is ......12...... .

    (6 or 8 or (12))
14. The number of faces of a cube is ......6...... .

    ((6) or 8 or 12)
15. The rectangular prism has ......8...... vertices.

    (6 or (8) or 12)
16. The square-based pyramid has ......5...... faces.

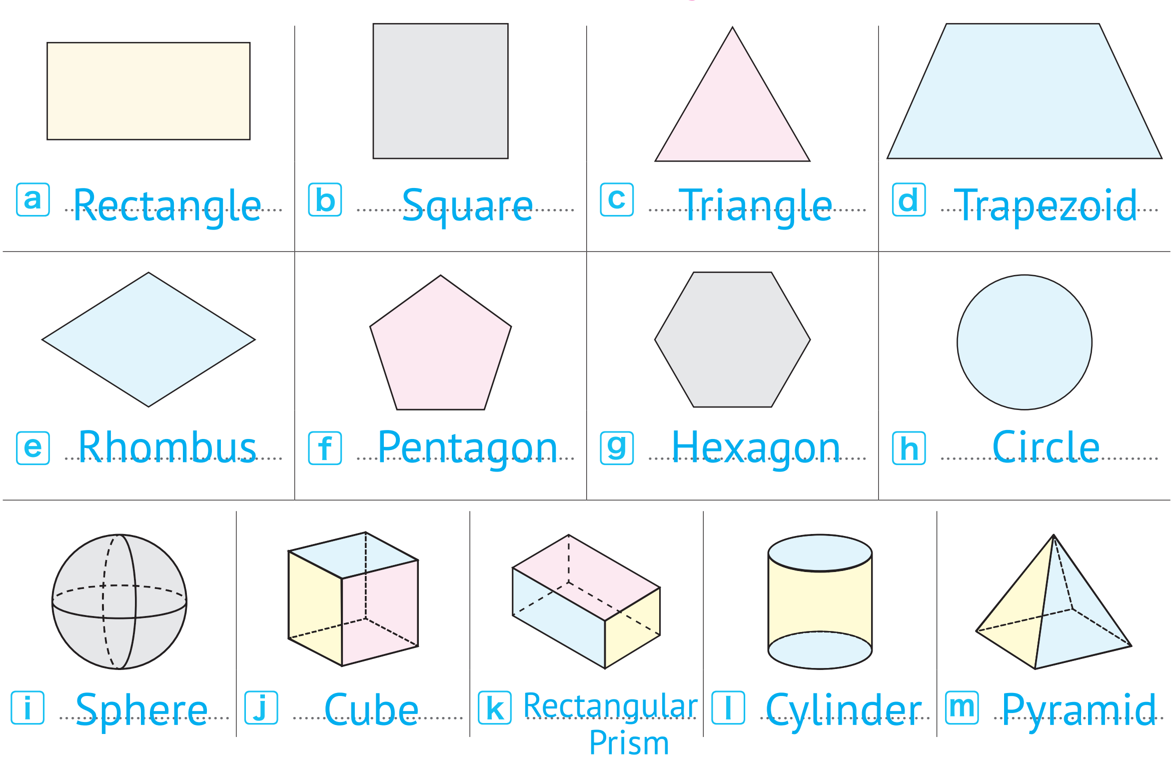
    (3 or 4 or (5))
17. The cylinder has ......2...... faces. (0 or 3 or (2))
18. The sphere has ......0...... vertices. ((0) or 1 or 2)
19. The length of the following key is ......5...... cm.



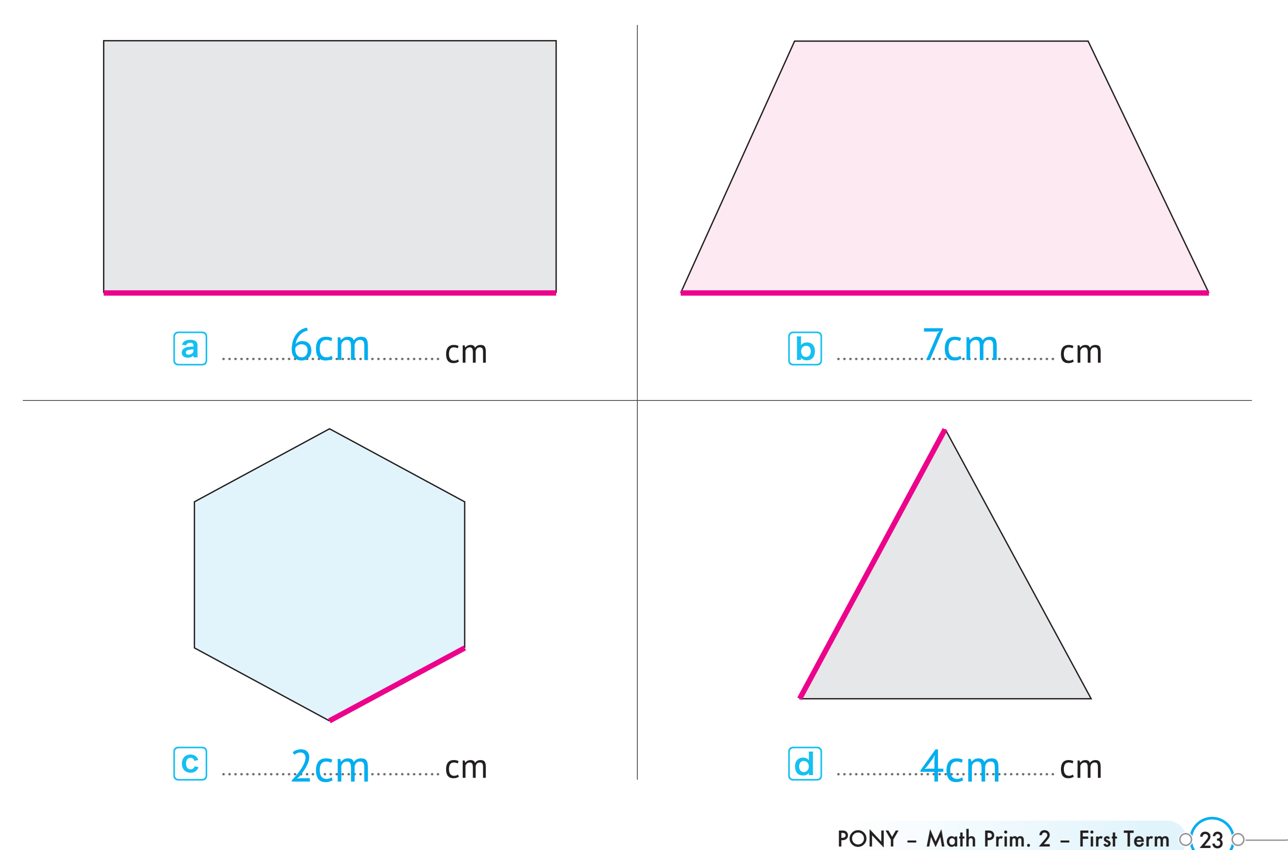
(4 or (5) or 6)

Third: Answer the following:

1 **Write the name of each of the following shapes:**

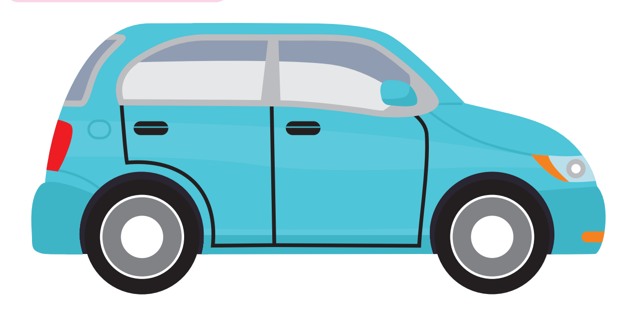


2 **Measure the colored side length using your ruler:**



General Exercises on Chapter 6

First: Look at the following pictures, then answer using (lighter) or (heavier):



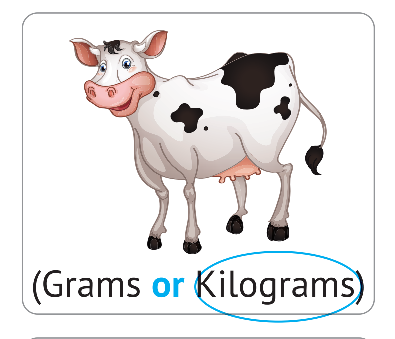
Car

Chair

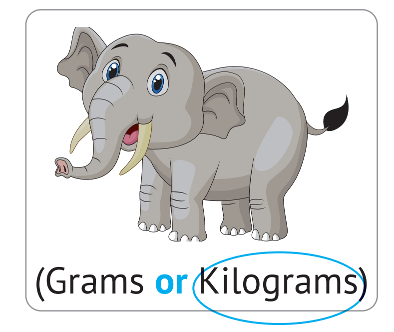
Ball

1. The **car** is ....heavier.... than the **chair**.
2. The **car** is ....heavier.... than the **ball**.
3. The **chair** is ....lighter.... than the **car**.
4. The **chair** is ....heavier.... than the **ball**.
5. The **ball** is ....lighter.... than the **car**.
6. The **ball** is ....lighter.... than the **chair**.

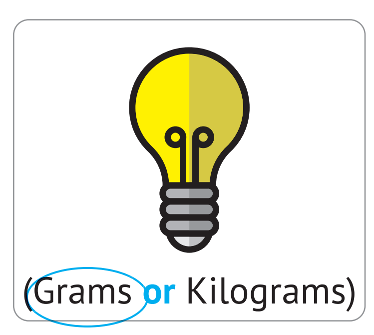
Second: Circle the suitable unit of measurement for weighing:



(Grams **or** Kilograms)

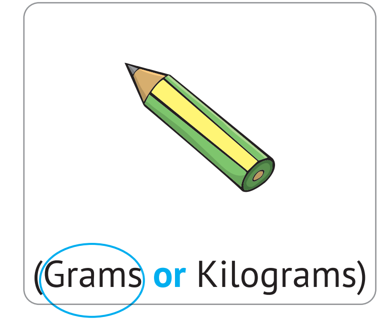


(Grams **or** Kilograms)

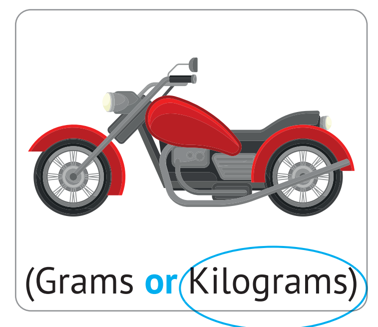


(Grams **or** Kilograms)

(Grams **or** Kilograms)

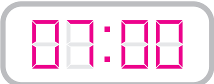
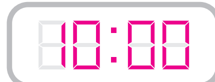


(Grams **or** Kilograms)

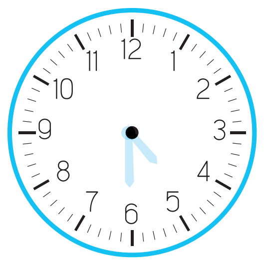


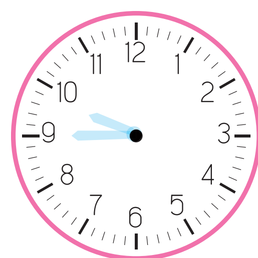
(Grams **or** Kilograms)

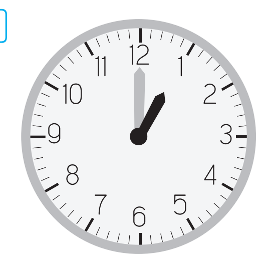
Third: **Decide whether the activity happens in the (a.m or p.m):**

1. Eating breakfast  (a.m or p.m)
2. Going to school (a.m or p.m)
3. Eating dinner (a.m or p.m)
4. Sleeping  (a.m or p.m)

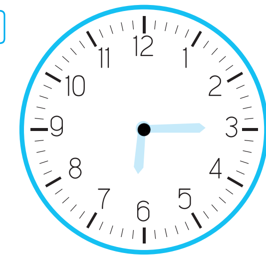
Fourth: **Complete:**

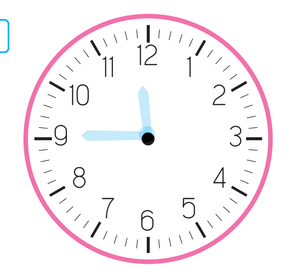
a 
4:30
It's half past 4.

b 
9:45
It's quarter to 10.

c 
01 : 00
It's 1 o'clock

d
09 : 30
It's half past 9.

e 
06 : 15
Quarter past 6

f 
11 : 45
Quarter to 12

Models

Model 1

First: Choose the correct answer:

a Six hundred six = 606 (606 or 660 or 616)

b The **value** of the digit 3 in 736 is 30 . (3 or 30 or 300)

c 5 + 700 + 30 = 735 (573 or 753 or 735)

d 78 – 42 = 36 (36 or 42 or 108)

e The greatest 3-digit number is 999 . (900 or 100 or 999)

Second: Complete the following:

a The **place value** of the digit 0 in 708 is Tens .

b The number that comes just after 789 is 790 .

c 7 Hundreds + 5 Ones + 6 Tens = 765

d The greatest number formed from the digits (8, 4 and 6) is 864 .

e The cube has 12 edges.

Third: Answer the following:

a **Find the result:**

1. 57 + 29 = 86
2. 38 + 38 = 76
3. 98 – 47 = 51
4. 69 – 38 = 31
5. 79 – 9 = 70

b **Complete using (< , = or >):**

1. 456 < 654
2. 5 Hundreds + 7 Tens > 500 + 7
3. 320 = 32 Tens
4. 35 + 28 > 53

c **Rodina has 45 LE and Sama has 29 LE.**

How much money do they have all together? 45 + 29 = 74 LE

Model 2

First: Choose the correct answer:

a. The smallest 3-digit number is ....100.... . (900 or 102 or (100))

b. The number that comes just after 709 is ....710.... ((710) or 708 or 609)

c. 7 Ones + 3 Hundreds = ...307.... (730 or (307) or 370)

d. 49 + ...20.... = 69 (11 or (20) or 109)

e. The number of faces of a cube is ....6.... . (12 or (6) or 8)

Second: Complete the following:

a. The value of the digit 8 in 823 is ....800.... .

b. 803 (in words) is ....Eight hundred three.... .

c. 8 + 70 + 900 = ...978....

d. 78 – 18 = ...60....

e. The number of sides of a square is ....4.... sides.

Third: Answer the following:

a. Arrange the following numbers in an ascending order

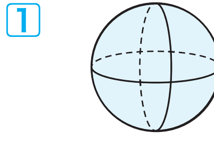
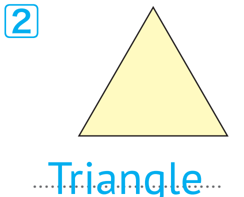
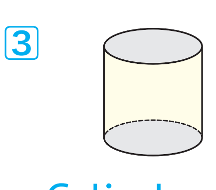
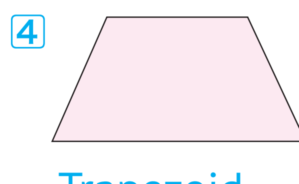
802 , 208 , 820 , 280 , 288

- ....208.... , ...280.... , ...288.... , ...802.... , ...820....

b. Complete using (< , = or >):

1. 450 < 504
2. Two hundred two < 220
3. 600 = 60 Tens
4. 28 + 39 > 57

c. Write the name of each shape:

1.  ....Sphere....
2.  ....Triangle....
3.  ....Cylinder....
4.  ....Trapezoid....

Model 3

First: Choose the correct answer:

a The **value** of the digit 0 in 709 is ......0...... . ((0) or 10 or 100)

b The triangle has ......3...... vertices. (5 or (3) or 0)

c Four hundred forty = ...440...... (414 or 404 or (440))

d ......57...... – 45 = 12 ((57) or 33 or 66)

e 56 + 24 < 80 Tens ((<) or = or >)

Second: Complete the following:

a The number that comes right after 699 is ......700...... .

b 6 Hundreds + 5 Tens + 4 Ones = ...654...... .

c 90 + 0 + 5 = ...95......

d 99 – 56 = ...43......

e The number of vertices of a square-based pyramid is ......5...... .

Third: Answer the following:

a **Arrange the following numbers in an ascending order:**

605 , 506 , 650 , 560 , 566

- ......506...... , ...560...... , ...566...... , ...605...... , ...650......

b **Dina had 78 LE. She bought a T-shirt for 56 LE.**

How much money is left with her?

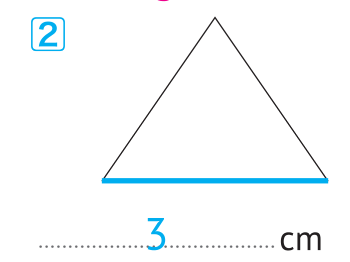
......78 – 56 = 22 LE......

c **Use your ruler to measure the length of the blue side:**

1

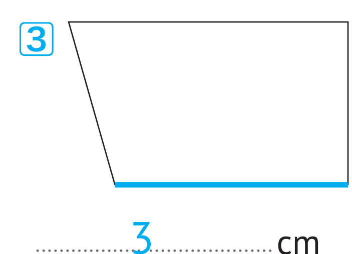
......4...... cm

2



......3...... cm

3



......3...... cm

Model 4

First: Choose the correct answer:

a 7 Hundreds + 2 Tens + 9 Ones = ...729.... . (729 or 927 or 279)

b The rectangle has ....4.... sides. (3 or 4 or 5)

c 97 – 25 = 36 + 36 (< or = or >)

d ....26.... + 17 = 43 (50 or 60 or 26)

e 70 Tens = ...7.... Hundreds (7 or 70 or 700)

Second: Complete the following:

a The smallest 3-digit number formed from 6 and 2 is ....226.... .

b The sphere has ....0.... faces.

c The **place value** of the digit 3 in 723 is ....Ones.... .

d The number that comes right after 609 is ....610.... .

e 704 , 703 , 702 , ...701.... , ...700.... , ...699....

Third: Answer the following:

a **Write all numbers that can be formed from the digits (5, 2 and 1), then complete:**

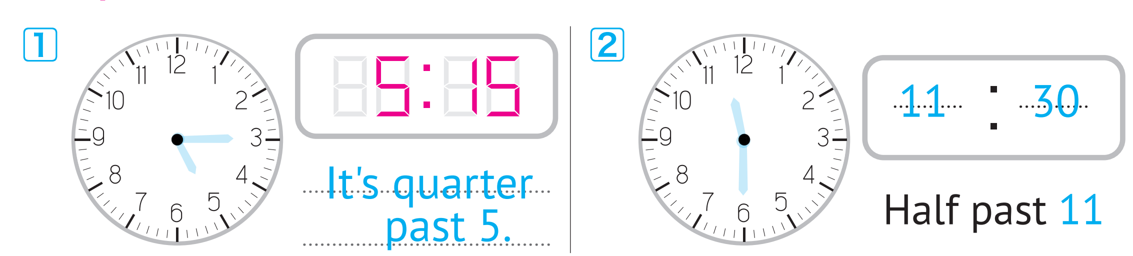
....521.... , ...512.... , ...125.... , ...152.... , ...215.... , ...251....

- The **greatest** number is ....521.... .
- The **smallest** number is ....125.... .

b **Khalid has 45 marbles, and his sister has 21 marbles.**

Find the difference between the number of marbles that Khalid has and that his sister has. ....45 – 21 = 24 marbles....

c **Complete:**



Model 5

First: Find the result:

(a)
```
     5
+ 1  8
------
   23
```

(b)
```
  6  3
- 1  2
------
   51
```

(c)
```
  7  5
+    6
------
   81
```

(d)
```
  2  9
-    8
------
   21
```

(e)
```
  3  2
+ 1  9
+ 2  7
------
   78
```

Second: Complete the following sentences:

a The greatest 3-digit number that is formed from 5 and 7 is ...775... .

b The smallest 3-different-digit number is ...102... .

c The **value** of the digit 0 in the number 604 is ...0... .

d The number ...501... comes just after 500.

e The time on the opposite digital clock is ....
quarter past 4

Third: Answer the following:

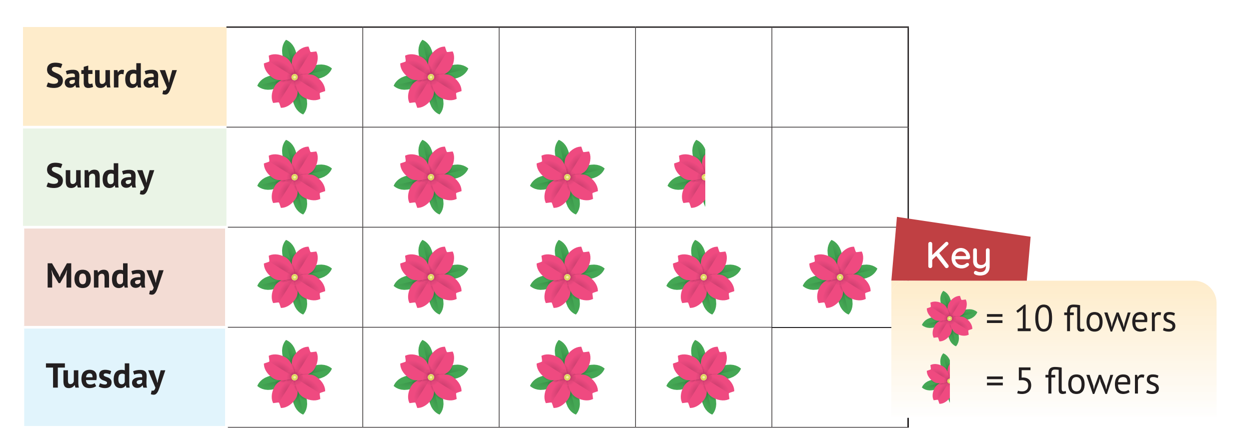
a Lamar had 99 LE. She bought a T-shirt for 42 LE, and a ball for 36 LE.

How much money is left with her?

42 + 36 = 78 LE

99 – 78 = 21 LE

b Look at the Pick a Flower pictograph and then answer:



1 Complete the following table:

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers	20	35	50	40

2 Answer the following questions:

ⓐ How many flowers were picked on Tuesday?

40

ⓑ How many more flowers were picked on Sunday than Saturday?

35 – 20 = 15

ⓒ Which day had the greatest number of flowers picked?

Monday

ⓓ Which day had the least number of flowers picked?

Saturday

Model 6

First: Choose the correct answer:

a) 7 + 7 = ... 14 ..... . (77 or 7 or (14))

b) The **place value** of the digit 6 in 736 is .... ((Ones) or Tens or Hundreds)

c) 9 + 1 = ... 1 ..... + 9 (10 or 9 or (1))

d) The square has ..... 4 ..... sides. (2 or (4) or 6)

e) The suitable unit of measurement for weighing a pen is ..... grams. ((grams) or kilograms or minutes)

Second: Complete the following:

a) 9 + 7 = ... 9 ... + ... 1 ... + ... 6 ... = ... 10 ... + ... 6 ... = ... 16 ... *(By Making 10)*

b) Two hundred sixty-seven (in standard form): ..... 267 ..... .

c) 9 Tens + 8 Ones = ... 98 ..... .

d) The opposite shape is called a ..... rectangular prism.

e) 4:15 is read as: ..... quarter past 4 ..... .

Third: Answer the following:

a) **Nada has 8 LE and Sara has 7 LE.**

How much money do they have all together?

..... 8 ..... + ... 7 ..... = ... 15 L.E .....

b) **Find the result:**

1) 15 + 28 = ... 43 .....

2) 17 – 9 = ... 8 .....

3) 48 – 7 = ... 41 .....

4) 79 – 36 = ... 43 .....

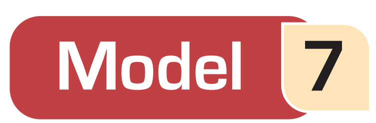
c) **Complete using (< , = or >):**

1) 902 < Nine hundred twenty

2) 47 < 4 + 70

3) 674 > 6 + 70 + 400

4) An hour > A minute



Model 7

First: Choose the correct answer:

a 39 – ......10........ = 29 (1 or 10 or 11)

b The **value** of the digit 0 in 508 is ....0.......... . (0 or 10 or 100)

c The estimate of 73 is ....70.......... . *(using the 120 Chart)* (70 or 75 or 80)

d A ....sphere.... is a 3D shape. (square or triangle or sphere)

e We have breakfast at 8 o'clock ....a.m.......... . (a.m or p.m)

Second: Complete the following:

a 6 + 5 = ...1.... + ...5.... + ...5.... = ...1.... + ...10.... = ...11.... . *(Adding Doubles)*

b 6 Tens + 5 Ones + 7 Hundreds = ...765.......... .

c 5 + ...70.......... = 75

d The opposite shape is called a ....rectangle.......... .

e 78 – 25 = ...53.......... .

Third: Answer the following:

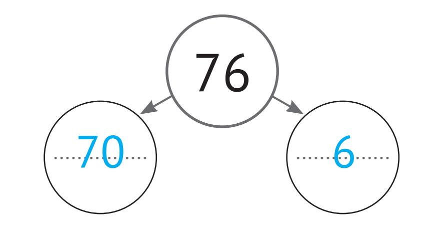
a **Arrange the following numbers in an ascending order:**

415 , 514 , 145 , 154 , 541 , 451

- ....145.... , ...154.... , ...415.... , ...451.... , ...514.... , ...541....

b **Decompose the number (76):**

Tens	Ones



c **Complete:**

1 08:30 It's half past 8 2 3 : 45 Quarter to four

Model 8

First: Choose the correct answer:

a) 13 – 8 = ...10...... – 5 (8 or 5 or 10)

b) The smallest 3-digit number formed from the digits 6 and 3 is ...336... . (36 or 336 or 633)

c) 50 + 0 + 4 = ...54...... (504 or 54 or 9)

d) A ...circle... is a 2D shape. (pyramid or sphere or circle)

e) Half an hour = ...30...... minutes. (15 or 20 or 30)

Second: Complete the following:

a) 18 – ......9...... = 9

b) 70 + 500 + 3 = ...573......

c) ......6...... Tens + ...3...... Ones = 63

d) The quadrilateral shapes have ......4...... sides.

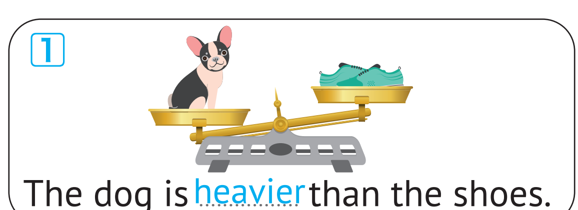
e) The number that comes just after 109 is ......110...... .

Third: Answer the following:

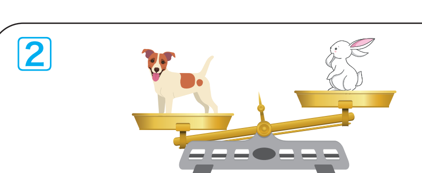
a) Complete using (< , = or >):

1. 315 < Three hundred fifty
2. 98 = 90 + 8
3. 978 < 900 + 7 + 80
4. 1 gram < 1 kilogram

b) Complete using lighter or heavier:

1. 

The dog is ...heavier... than the shoes.

2. 

The rabbit is ...lighter... than the dog.

c) Complete in the same pattern:

- 10 , 15 , 20 , 25 , 30 , ...35... , ...40... , ...45...

Model 9

First: Choose the correct answer:

a 25 + 10 = 35 (26 or 35 or 15)

b The number 201 comes just after 200. (199 or 300 or 201)

c 7 + 8 = 8 + 7 (7 or 8 or 15)

d All sides of a rhombus are equal in length.
(rectangle or trapezoid or rhombus)

e The suitable weight of a key is 25 gm .
(25 gm or 5 kg or 250 gm)

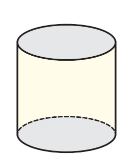
Second: Complete the following:

a 6 + 5 = 6 + 4 + 1 = 10 + 1 = 11 . (By Making 10)

b Five hundred sixteen (in standard form) is 516 .

c 9 Tens + 8 Ones + 7 Hundreds = 798

d The opposite shape is called a cylinder .



e 24 , 26 , 28 , 30 , 32 , 34

Third: Answer the following:

a **Ahmed had 15 pens. After a month, he had 7 pens.**

How many pens did by Ahmed use during this month? (15 – ...... = 7)

15 – 7 = 8 .

b **Find the result:**

1 78 – 25 = 53

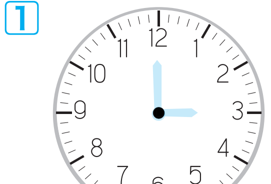
2 65 + 23 = 88

3 57 + 38 = 95

4 13 – 8 = 5

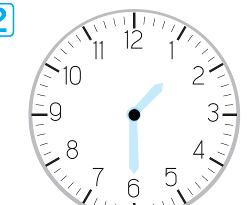
c **Draw the hands of the clock and write the time:**

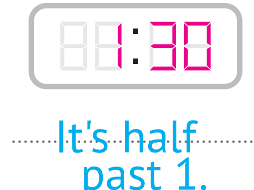
1



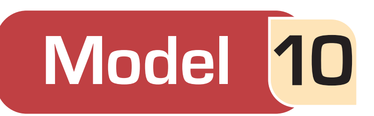
It's three o'clock.

2





It's half past 1.



Model 10

First: Choose the correct answer:

a 5 + 6 = ...10...... + 1 (5 or 6 or 10)

b The greatest 3-different-digit number is ......987...... . (900 or 987 or 999)

c 70 Tens + 5 Ones = ...705...... (75 or 570 or 705)

d 23 + ...12...... = 35 (12 or 58 or 10)

e The hexagon has ......6...... sides. (4 or 5 or 6)

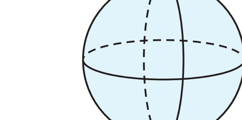
Second: Complete the following:

a 9 + 7 = ..2.. + ..7.. + ..7.. = ..2.. + ..14.. = ..16.. . *(Adding Doubles)*

b 306 (in word form) is ......Three hundred six......

c 800 + 3 + 60 = ...863......

d The opposite shape is called a ......sphere...... .



e 90 , 85 , 80 , 75 , ...70...... , ...65...... , ...60......

Third: Answer the following:

a **Find the result:**

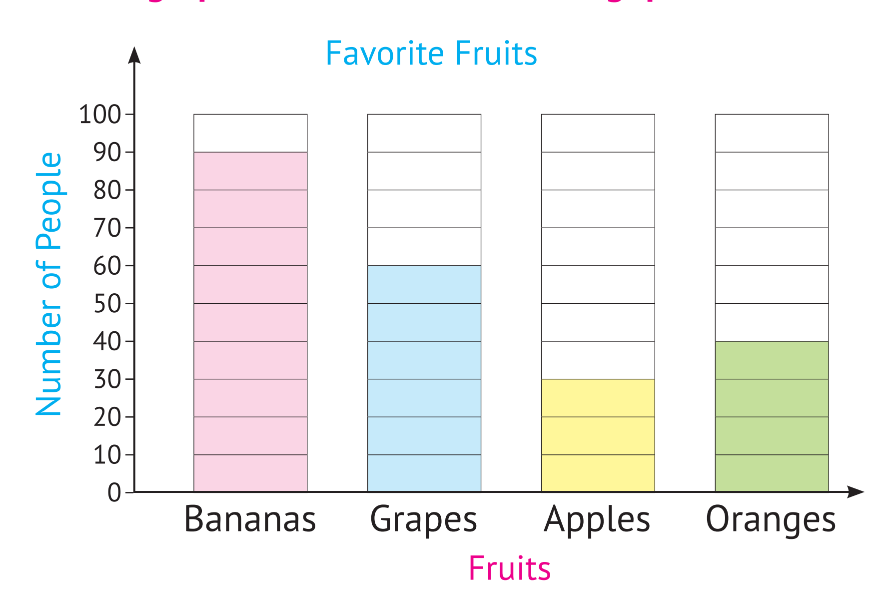
1
$$\begin{array}{r} 16 \\ -\ 8 \\ \hline 8 \end{array}$$

2
$$\begin{array}{r} 69 \\ -\ 19 \\ \hline 50 \end{array}$$

3
$$\begin{array}{r} 75 \\ +\ 6 \\ \hline 81 \end{array}$$

4
$$\begin{array}{r} 29 \\ +\ 8 \\ \hline 37 \end{array}$$

b Use the bar graph to answer the following questions:



1 How many people liked bananas the most?

90

2 How many people liked oranges the most?

40

3 Which fruit is liked the least?

Apples

4 Which fruit is liked the most?

Bananas

5 How many people in all liked grapes and apples?

60 + 30 = 90

6 How many more people liked bananas than oranges?

90 – 40 = 50

Guide Answers

Chapter 1

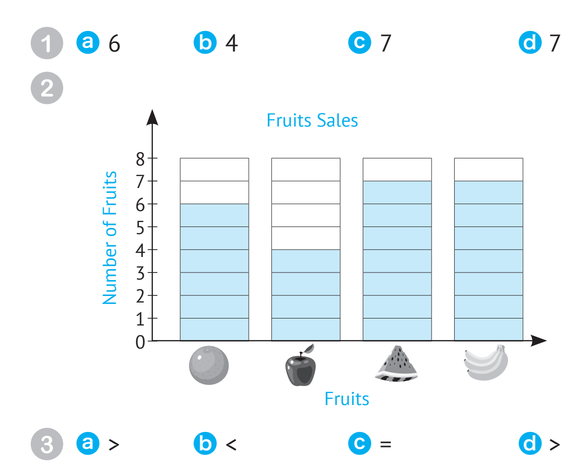
Lessons 1&2

Reading, Collecting, and Representing Data

Activity 1

1. a 6 b 4 c 7 d 7

2.

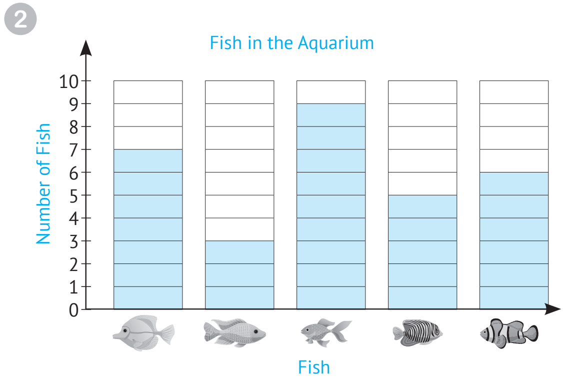


3. a > b < c = d >

Activity 2

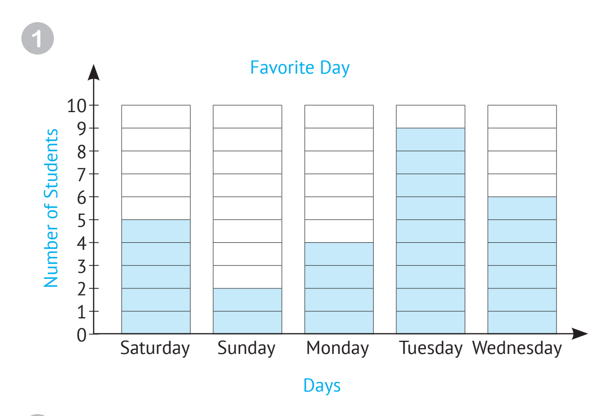
1. a 7 b 3 c 9 d 6 e 5

2.



Activity 3

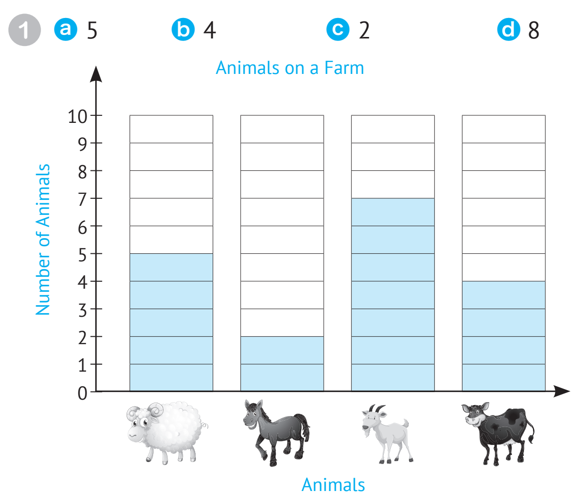
1.



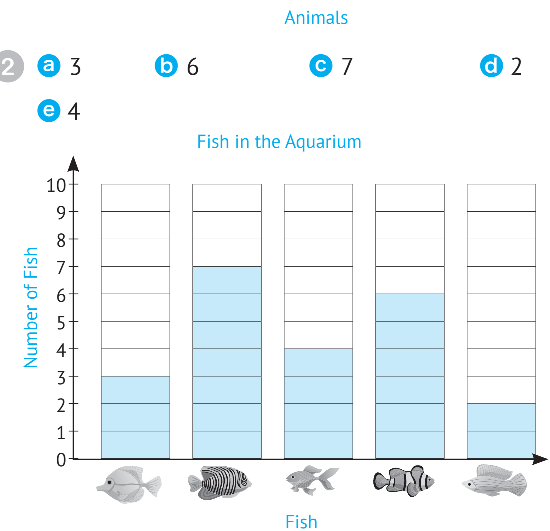
2. a 6 b Sunday c Tuesday

HOME ACTIVITIES

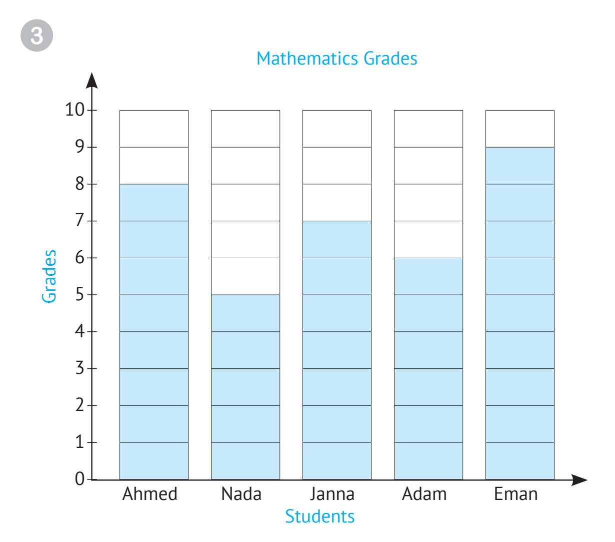
1. a 5 b 4 c 2 d 8



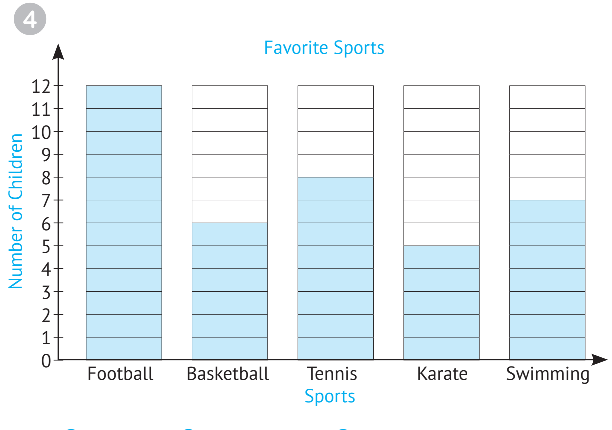
2. a 3 b 6 c 7 d 2 e 4



3



4



ⓐ 12 ⓑ 6+5=11 ⓒ 8-7 =1

Lessons 3-5

Comparing, Representing, and Interpreting Data – Representing Data with a Scale of 1

Activity 1

1

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	5	3	6	9	5	2

2 ⓐ = ⓑ < ⓒ <

3 ⓐ 3 ⓑ 9-2=7 ⓒ 5+5+3=13
ⓓ Strawberries ⓔ Pears

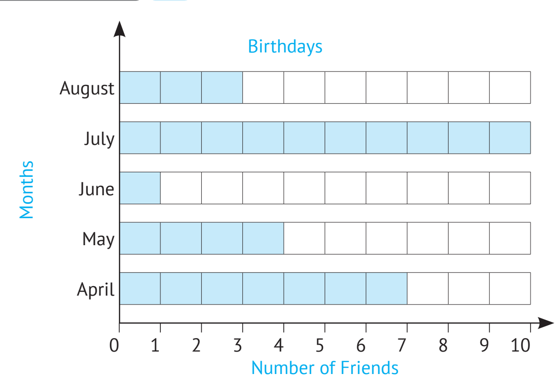
Activity 2

1 Adam , Lara , Youssef , Sandy , Alaa , Sara

2 ⓐ = ⓑ > ⓒ <

3 ⓐ 8 ⓑ 7-4=3 ⓒ 7+6+2=15
ⓓ Sara ⓔ Adam

Activity 3



2 ⓐ 7 ⓑ June ⓒ 7 – 3 =4

HOME ACTIVITIES

1

First:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	7	6	6	10	7	4

Second:

ⓐ = ⓑ = ⓒ <

Third:

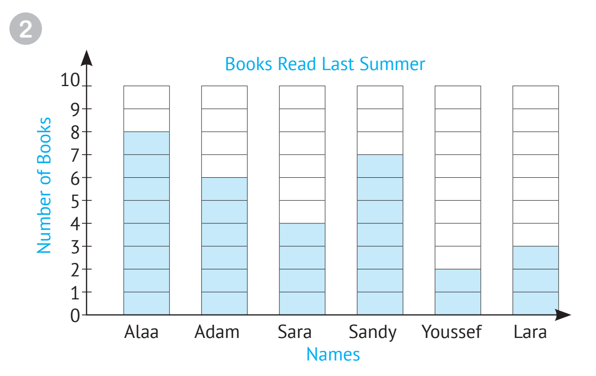
ⓐ 6 ⓑ 10 – 4 = 6 ⓒ 7 + 7 + 6 = 20
ⓓ 6 + 6 = 12 ⓔ 7 – 6 = 1

Guide Answers

f Strawberries g Pears

h Pears, Orange, Bananas, Kiwis, Apples, Strawberries

2



First:

Youssef, Lara, Sara, Adam, Sandy, Alaa

Second:

a > b = c <

Third:

a 4 b 8 − 4 = 4 c 7 + 2 + 6 = 15

d Alaa e Youssef f 7 − 2 = 5

g 6 − 4 = 2

3

Color	Red	Blue	Green	Yellow	Orange	Pink
Number of Students	3	6	3	1	6	2

First:

a > b < c = d >

e = f >

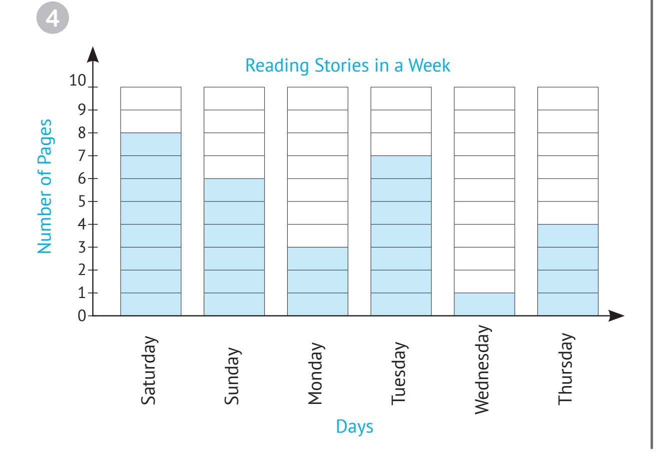
Second:

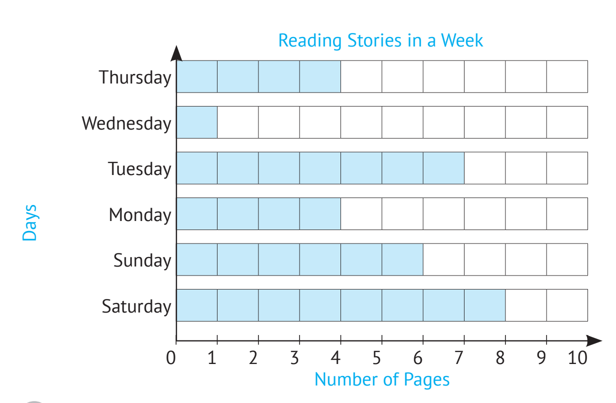
a 2 b 6 c 1 d 3

e 6 f 3 g 3 + 6 = 9

h 3 − 1 = 2 i 2 + 6 = 8 j 6 − 6 = 0

4



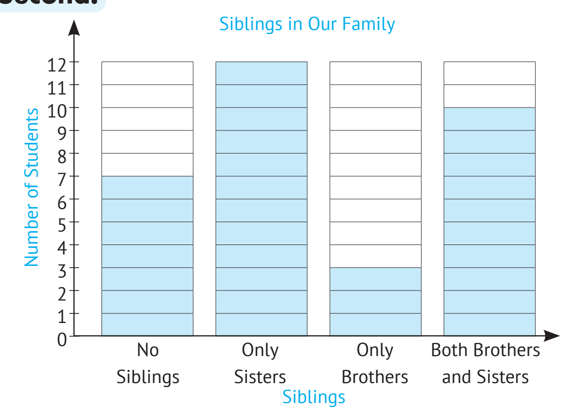


5

First:

Sibling	No Siblings	Only Sisters	Only Brothers	Both Brothers and Sisters
Number of Students	7	12	3	10

Second:



Representing Data with a Scale of 2 and 10 – Bar Graph

Activity 1

112 , 114 , 116 , 118 , 120 ←
102 , 104 , 106 , 108 , 110 ←
92 , 94 , 96 , 98 , 100 ←
82 , 84 , 86 , 88 , 90 ←
72 , 74 , 76 , 78 , 80 ←
62 , 64 , 66 , 68 , 70 ←
52 , 54 , 56 , 58 , 60 ←
42 , 44 , 46 , 48 , 50 ←
32 , 34 , 36 , 38 , 40 ←
22 , 24 , 26 , 28 , 30 ←
12 , 14 , 16 , 18 , 20 ←
2 , 4 , 6 , 8 , 10 ←

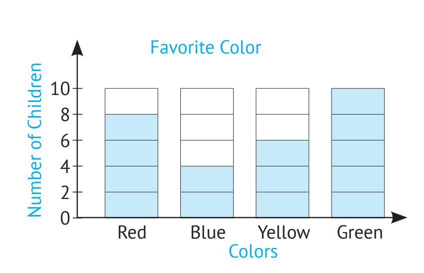
Activity 2

120 , 110 , 100 , 90 , 80 , 70 , 60 , 50 , 40 , 30 , 20 , 10 ←

Activity 3

a 16 , 18 , 20 , 22
b 20 , 18 , 16 , 14
c 60 , 70 , 80 , 90
d 80 , 70 , 60 , 50

Activity 4



Color	Number of Children
Red	8
Blue	4
Yellow	6
Green	10

Activity 5

a 90
b 40
c Apples
d Bananas
e 60 + 30 = 90
f 90 – 40 = 50

Activity 6

a 18
b 8
c 8 + 18 = 26
d 12 – 6 = 6
e Milk
f Fruit juice

HOME ACTIVITIES

1
a 6 , 8 , 10 , 12
b 30 , 40 , 50 , 60
c 42 , 44 , 46 , 48
d 80 , 70 , 60 , 50
e 90 , 88 , 86 , 84
f 30 , 20 , 10 , 0

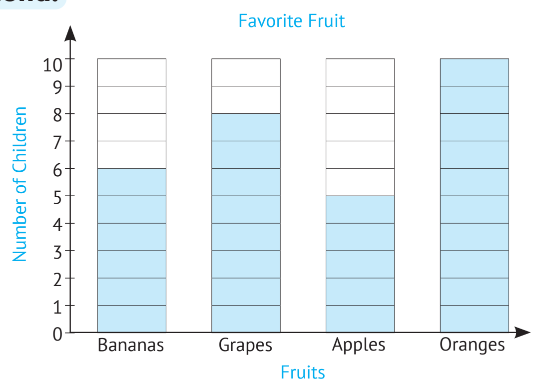
2
a 40
b 60
c Tennis
d Football
e 100 + 60 = 160
f 40 – 30 = 10

Sport	Tennis	Swimming	Football	Basketball
Number of People	30	60	100	40

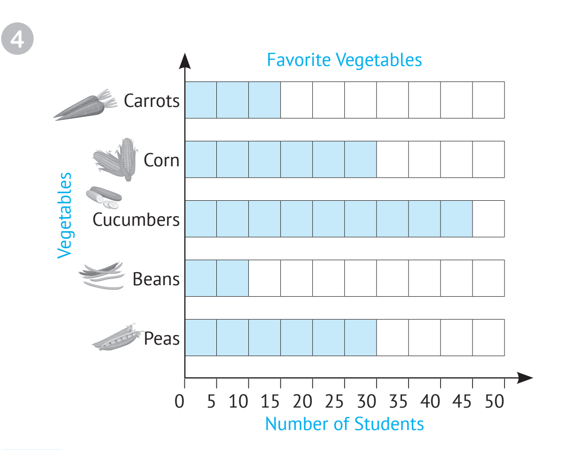
First:

Fruit	Bananas	Grapes	Apples	Oranges
Number of Children	6	8	5	10

Second:



4



First:

a <
b <
c >

Second:

a 15
b 30 – 30 = 0
c 15 + 10 + 30 = 55
d Cucumbers
e Beans

Third:

Cucumbers, Corn, Peas, Carrots, Beans

5

Color	Number of Students
Red	20
Blue	60
Green	10
Yellow	30
Orange	60
Pink	30

First:

a >   b >   c =   d =
e >

Second:

a 20   b 60   c 30   d 60
e 30 + 60 = 90   f 30 − 10 = 20

Lessons 9&10

Pictograph – Graph Elements

Activity 1

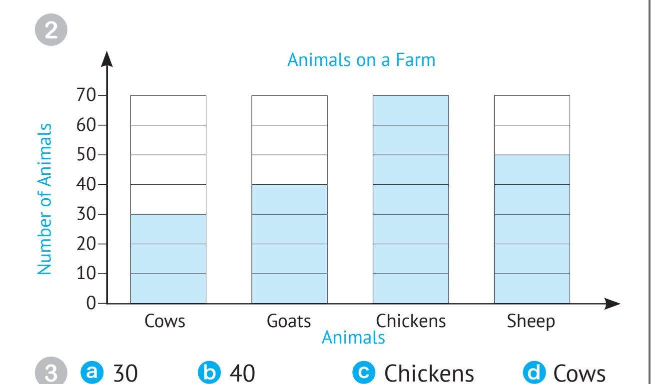
Pizza Topping	Green Peppers	Cheese	Olives	Mushrooms
Number of People	11	14	5	4

a 14 + 11 = 25   b 14 + 11 + 5 = 30
c 14 − 11 = 3   d 5 − 4 = 1   e Cheese

Activity 2

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	30	40	70	50

2



3 a 30   b 40   c Chickens   d Cows

HOME ACTIVITIES

1

First:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers	30	25	50	40	25	20

Second:

a <   b >   c <   d >
e >   f <

Third:

a 50   b 40   c 30 − 25 = 5
d 50 − 40 = 10   e 50 − 25 = 25
f 25 −20 = 5   g Monday
h Thursday

2

First:

Name	Sara	Tamer	Nader	Adam	Sandy	Janna
Number of Cookies	11	8	16	5	11	10

Second:

a >   b >   c >   d <
e <   f =

Third:

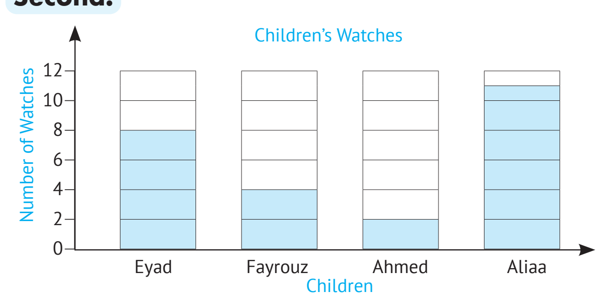
a 8   b 10   c 11 − 5 = 6
d 11 − 10 = 1   e 11 + 16 + 5 = 32
f 8 + 11 = 19   g Nader   h Adam

3

First:

Child	Eyad	Fayrouz	Ahmed	Aliaa
Number of Watches	8	4	2	11

Second:



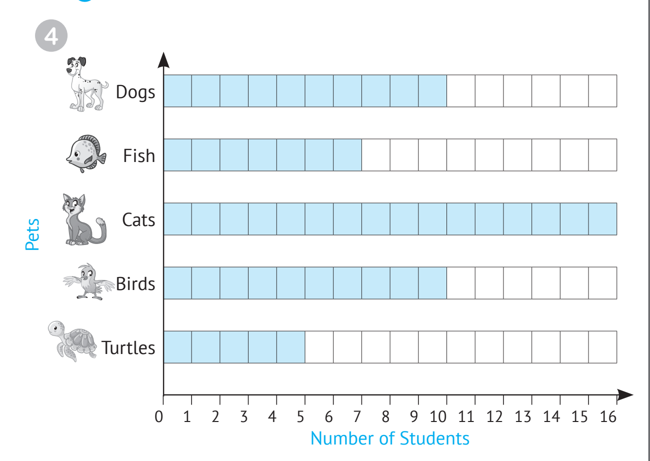
Third:

a 11 – 4 = 7

b 2 + 8 = 10

c Aliaa

4



Pets	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

First:

a = b > c > d >

Second:

a 7 b 10 c 16 – 10 = 6

d 10 – 5 = 5 e 10 + 7 + 16 = 33

f 16 + 10 + 5 = 31 g Cats

h Turtles

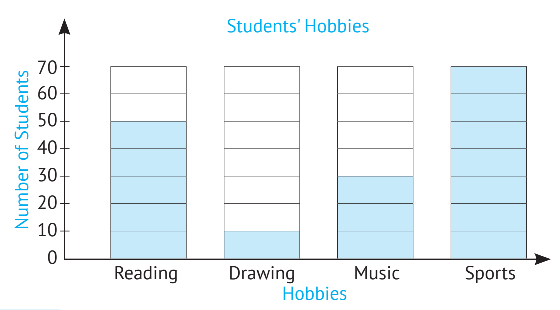
First:

1

Animal	Cows	Sheep	Chickens	Goats
Number of Animals	6	4	12	8

2 a 6 b 8 + 12 = 20 c Chickens d Sheep

Second:



Third:

Season	Summer	Spring	Fall	Winter
Number of Children	8	4	7	12

Chapter 2

Lessons 1&2

Adding Doubles – Adding and Subtracting by Counting

Activity 1

a 20 b 14 c 16
d 18 e 8 f 2

Activity 2

a 8 , 1 , 16 , 17 b 1 , 1 , 11
c 1 , 9 , 9 , 1 , 18 , 19 d 1 , 6 , 6 , 1 , 12 , 13
e 1 , 4 , 4 , 1 , 8 , 9

Activity 3

a 14 b 15 c 14 d 13
e 12 f 13 g 13 h 11
i 17 j 10

Activity 4

a 6 b 8 c 9 d 9
e 8 f 7 g 5 h 8
i 1 j 5

HOME ACTIVITIES

1 a 2 b 4 c 6 d 8
e 10 f 12 g 14 h 16
i 18 j 20

2 a 2 b 14 c 18 d 10
e 4 f 8 g 12 h 16

3 a 7 , 1 , 14 , 15 b 4 , 4 , 8 , 9
c 9 , 9 , 18 , 19 d 1 , 3 , 3 , 1 , 6 , 7
e 2 , 2 , 1 , 4 , 1 , 5 f 1 , 5 , 5 , 1 , 10 , 11
g 6 + 6 + 1 = 12 + 1 = 13 h 8 + 8 + 1 = 16 + 1 = 17
i 10 + 10 + 1 = 20 + 1 = 21

4 a 14 b 14 c 13 d 13
e 15 f 13 g 12 h 12
i 12 j 14 k 10 l 11

5 a 16 b 10 c 13 d 11
e 12 f 17 g 10 h 15

6 a 3 b 2 c 6 d 8
e 7 f 7 g 4 h 8
i 7 j 5

7 a 9 b 11 c 7 d 8
e 5 f 2 g 9 h 12

8 a → 2 b → 1 c → 4 d → 5
e → 3 f → 7 g → 6

9 a > b = c < d <
e = f < g > h =
i < j >

Accumulative Assessment 1

Up to Lesson (2)

First:

a 14 b 8 c 9 + 10 d 12
e 8

Second:

a 18 b 7 c 12 d 17
e 6

Third:

a 18 , 25 , 50 , 52 , 81
b 1 12 2 11 3 12 4 4

Lessons 3&4

Adding or Subtracting the Number 10 – Adding and Subtracting by Making Tens

Activity 1

a 35 b 26 c 85 d 39
e 72 f 40 g 25 h 11
i 99 j 83 k 72 l 32
m 82 n 1 o 79 p 28

Activity 2

0 2 4 6 8 10 1 3 5 7 9

8 6 10 0 4 9 2 1 7 5 3

Activity 3

a 10 b 7 c 5 d 2

e 1 f 6

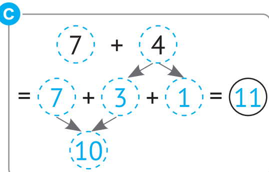
Activity 4

a 15 b 13 c 11

Activity 5

a
9 + 4
= 9 + 1 + 3 = 13
10

b
6 + 6
= 6 + 4 + 2 = 12
10

c


d
6 + 5 = 11
4 + 1
10 + 1 = 11

e
7 + 6 = 13
3 + 3
10 + 3 = 13

f
9 + 2 = 11
1 + 1
10 + 1 = 11

g
8 + 7 = 15
2 + 5
10 + 5 = 15

Activity 6

a
12 – 8 = 4
2 + 6
10 – 6 = 4

b
17 – 9 = 8
7 + 2
10 – 2 = 8

c
11 – 4 = 7
1 + 3
10 – 3 = 7

HOME ACTIVITIES

1

1 25 2 5 3 34 4 14
5 43 6 23 7 51 8 31
9 60 10 40 11 79 12 59
13 88 14 68 15 97 16 77
17 28 18 10 19 49 20 37
21 66 22 59 23 82 24 71
25 22 26 19 27 41 28 35

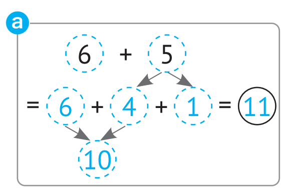
2

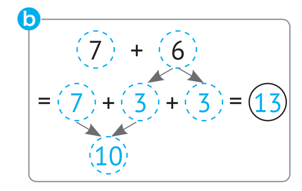
a 9 b 4 c 7 d 5
e 8 f 3 g 6 h 10
i 2 j 5 k 1 l 0
m 1 n 8 o 2 p 9
q 3 r 10 s 7 t 4
u 6 v 1 w 5 x 0

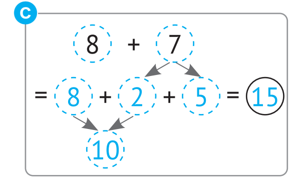
3

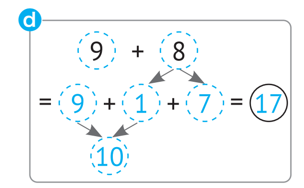
a 14 b 14 c 12 d 13
e 11 f 10 g 17 h 13

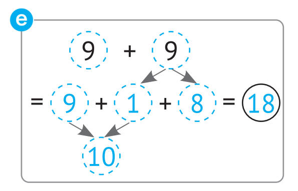
4

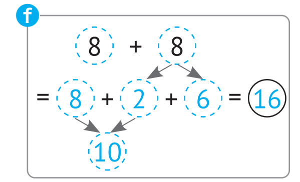
a


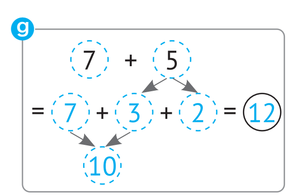
b


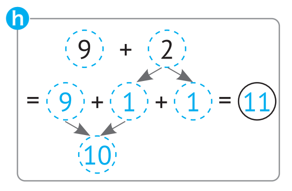
c


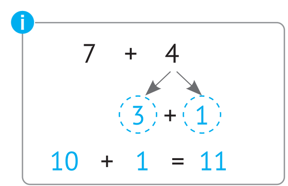
d


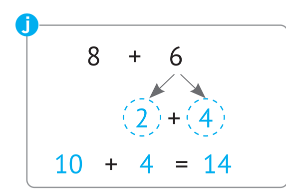
e


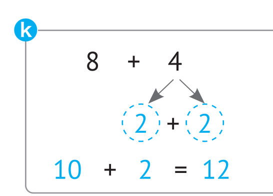
f


g


h


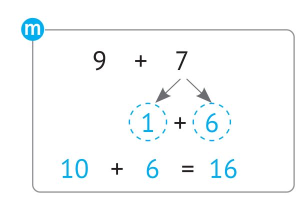
i


j


k


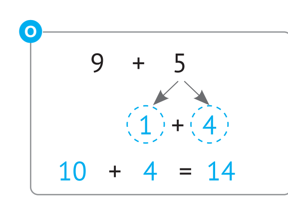
l

8 + 3
2 + 1
10 + 1 = 11

m


n

9 + 2
1 + 1
10 + 1 = 11

o


p

9 + 3
1 + 2
10 + 2 = 12

5
- a 9 + 1 + 8 = 10 + 8 = 18
- b 8 + 2 + 6 = 10 + 6 = 16
- c 7 + 3 + 4 = 10 + 4 = 14
- d 6 + 4 + 2 = 10 + 2 = 12
- e 9 + 1 + 7 = 10 + 7 = 17
- f 8 + 2 + 5 = 10 + 5 = 15
- g 7 + 3 + 3 = 10 + 3 = 13
- h 6 + 4 + 1 = 10 + 1 = 11
- i 9 + 1 + 6 = 10 + 6 = 16
- j 8 + 2 + 4 = 10 + 4 = 14
- k 7 + 3 + 2 = 10 + 2 = 12
- l 9 + 1 + 5 = 10 + 5 = 15
- m 8 + 2 + 3 = 10 + 3 = 13
- n 7 + 3 + 1 = 10 + 1 = 11
- o 9 + 1 + 4 = 10 + 4 = 14

6
- a 11 – 1 – 8 = 10 – 8 = 2
- b 12 – 2 – 6 = 10 – 6 = 4
- c 13 – 3 – 4 = 10 – 4 = 6
- d 14 – 4 – 2 = 10 – 2 = 8
- e 15 – 5 = 10
- f 16 – 6 – 3 = 10 – 3 = 7
- g 17 – 7 – 1 = 10 – 1 = 9
- h 18 – 8 – 1 = 10 – 1 = 9
- i 11 – 1 – 7 = 10 – 7 = 3
- j 12 – 2 – 5 = 10 – 5 = 5
- k 13 – 3 – 3 = 10 – 3 = 7
- l 14 – 4 – 1 = 10 – 1 = 9
- m 15 – 5 – 1 = 10 – 1 = 9
- n 16 – 6 – 2 = 10 – 2 = 8
- o 17 – 7 – 2 = 10 – 2 = 8

Accumulative Assessment 2

Up to Lesson (4)

First:

- a 34
- b 10
- c 15
- d 7 + 7 + 1
- e 10

Second:

- a 7 , 3 , 2 , 12
- b 55
- c 8 , 8 , 16 , 17
- d 57
- e 8 , 10 , 9

Third:

- a 1 18 , 20 , 22 — 2 60 , 50 , 40
- b 1 85 — 2 8 — 3 16 — 4 9

Lessons 5&6

Story Problems on Adding and Subtracting

Activity

- a 8 + 4 = 12
- b 6 + 8 = 14
- c 7 + 9 = 16
- d 15 – 6 = 9
- e 16 – 6 = 10
- f 13 – 3 = 10

HOME ACTIVITIES

1. 6 + 5 = 11
2. 7 + 8 = 15
3. 6 + 9 = 15
4. 4 + 8 = 12
5. 8 + 4 = 12
6. 8 + 3 = 11
7. 8 + 8 = 16
8. 14 – 5 = 9
9. 13 – 7 = 6
10. 17 – 9 = 8
11. 15 – 8 = 7
12. 12 – 9 = 3
13. 17 – 9 = 8
14. 13 – 6 = 7

Accumulative Assessment 3

Up to Lesson (6)

First:

- a 20 + 1
- b 7
- c 10 + 6
- d 35
- e 10 – 4

Second:

- a 20
- b 6 , 3 , 7
- c 12
- d 6
- e 26

Third:

- a 1 13 — 2 8 — 3 15 — 4 4
- b 9 + 6 = 15
- c 16 – 9 = 7

Lessons 7-10

Mental Applications on Adding and Subtracting – Adding Using the 120 Chart

Activity 1

- a 5
- b 5
- c 7
- d 8
- e 8
- f 8
- g 8
- h 7

Activity 2

- a 8
- b 4
- c 4
- d 9
- e 9
- f 7
- g 8
- h 8

Activity 3

a 4 , 12 – 8 = 4
b 10 , 13 – 3 = 10
c 7 , 12 – 5 = 7
d 9 , 20 – 11 = 9

HOME ACTIVITIES

1
a 5 b 4 c 8 d 8
e 5 f 9 g 5 h 8
i 8 j 9 k 8 l 9
m 9 n 7 o 7 p 8
q 10 r 9 s 9 t 6
u 10 v 7 w 8 x 8

2
a 5 , 14 – 9 = 5
b 7 , 15 – 8 = 7
c 4 , 13 – 9 = 4
d 7 , 16 – 9 = 7
e 8 , 17 – 9 = 8
f 9 , 20 – 11 = 9
g 9 , 15 – 6 = 9
h 7 , 14 – 7 = 7

Accumulative Assessment 4

Up to Lesson (10)

First:

a 7 b 7 c 7 d 8
e 1

Second:

a 14 b 7 c 4 , 10 , 13 d 12
e 8

Third:

a 1 9 2 5 3 7 4 9
b 15 – 6 = 9
c 14 – 8 = 6

Assessment on Chapter 2

First:

a 9 b 4 c 1 d 3
e 10

Second:

a 13 b 7 c 7
d 2 , 4 , 4 , 14
e 8 , 8 , 16 , 17

Third:

a 15 – 6 = 9
b 8 + 6 = 14

Chapter 3

Lessons 1&2

3-digit Numbers

Activity 1

a 4 , 6 , 3 = 463
= Four hundred sixty-three

b 6 , 4 , 9 = 649
= Six hundred forty-nine

c 2 , 8 , 5 = 285
= Two hundred eighty-five

d 3 , 0 , 8 = 308
= Three hundred eight

e 1 , 4 , 0 = 140
= One hundred forty

f 9 , 1 , 2 = 912
= Nine hundred twelve

Activity 2

a 372 (Three hundred seventy-two)
b 637 (Six hundred thirty-seven)
c 915 (Nine hundred fifteen)
d 253 (Two hundred fifty-three)
e 470 (Four hundred seventy)
f 605 (Six hundred five)

Activity 3

a Ones b Tens c Hundreds
d Tens e Ones f Hundreds

Activity 4

a 50 b 500 c 5
d 50 e 5 f 5

Activity 5

Number	Value	Place Value
a (2)58	200	Hundreds
b 2(8)7	80	Tens
c 23(8)	8	Ones
d (7)2 1	700	Hundreds
e 5(0)2	0	Tens

Activity 6

a 300 b 80 c 7 d 60
e 90 f 20 g 4 h 0

HOME ACTIVITIES

1
a 242 (Two hundred forty-two)
b 568 (Five hundred sixty-eight)
c 286 (Two hundred eighty-six)
d 606 (Six hundred six)
e 430 (Four hundred thirty)
f 614 (Six hundred fourteen)
g 395 (Three hundred ninety-five)
h 378 (Three hundred seventy-eight)
i 653 (Six hundred fifty-three)
j 609 (Six hundred nine)
k 690 (Six hundred ninety)
l 559 (Five hundred fifty-nine)

2
a 184 (One hundred eighty-four)
b 378 (Three hundred seventy-eight)
c 592 (Five hundred ninety-two)
d 766 (Seven hundred sixty-six)
e 950 (Nine hundred fifty)
f 241 (Two hundred forty-one)
g 404 (Four hundred four)
h 630 (Six hundred thirty)
i 817 (Eight hundred seventeen)
j 145 (One hundred forty-five)
k 523 (Five hundred twenty-three)
l 999 (Nine hundred ninety-nine)

3
a Hundreds b Tens c Ones
d Hundreds e Ones f Tens
g Tens h Ones
i Hundreds j Hundreds k Tens
l Ones

4
a 8 b 80 c 800 d 800
e 8 f 80 g 8 h 800
i 8 j 80 k 8 l 8

5
a 50 b 3 c 600 d Tens
e Hundreds f Tens

6

Number	Value	Place Value
a (1)59	100	Hundreds
b 3(4)7	40	Tens
c 26(8)	8	Ones
d 2(0)1	0	Tens
e (3)78	300	Hundreds
f 62(0)	0	Ones
g (8)93	800	Hundreds
h 61(7)	7	Ones
i 2(8)0	80	Tens

7
a 500 b 200 c 60 d 70
e 9 f 7 g 0 h 0
i 2 j 50 k 900 l 300
m 10 n 9 o 100 p 40

Accumulative Assessment 5

Up to Lesson (2)

First:

a 500 b 365 c 627 d 265
e 1

Second:

a 700 , 80 b Tens c 9 , 8 , 3
d Hundreds , 300
e Six hundred twenty-seven

Third:

a [1] 58 [2] 10 [3] 96 [4] 37
b 37 , 58 , 75 , 85 , 92
c 38 + 51 = 89

Writing Numbers in Different Forms (Standard, Expanded and Word Form)

Activity 1

Standard Form	Word Form	Expanded Form
439	Four hundred thirty-nine	400 + 30 + 9
621	Six hundred twenty-one	600 + 20 + 1
907	Nine hundred seven	900 + 7
216	Two hundred sixteen	200 + 10 + 6
602	Six hundred two	600 + 2
950	Nine hundred fifty	900 + 50

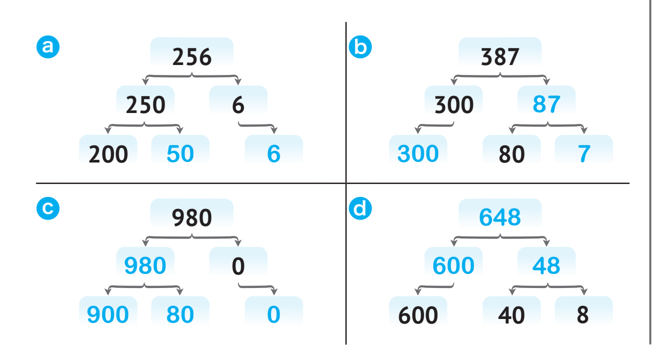
Activity 2

- a 523 (Five hundred twenty-three)
- b 753 (Seven hundred fifty-three)
- c 304 (Three hundred four)
- d 8 , 9 , 6 (Eight hundred ninety-six)
- e 3 , 7, 2 (Seven hundred thirty-two)
- f 2 , 9 , 5 (925)

Activity 3

a 800 , 70 , 6   b 700 , 80 , 9   c 50 , 8   d 600 , 7
e 597   f 642   g 230   h 605
i 400 , 5   j 300 , 80

Activity 4



HOME ACTIVITIES

1

Standard Form	Word Form	Expanded Form
532	Five hundred thirty-two	500 + 30 + 2
279	Two hundred seventy-nine	200 + 70 + 9
748	Seven hundred forty-eight	700 + 40 + 8
360	Three hundred sixty	300 + 60
758	Seven hundred fifty-eight	700 + 50 + 8
329	Three hundred twenty-nine	300 + 20 + 9
215	Two hundred fifteen	200 + 10 + 5
518	Five hundred eighteen	500 + 10 + 8
816	Eight hundred sixteen	800 + 10 + 6
212	Two hundred twelve	200 + 10 + 2
713	Seven hundred thirteen	700 + 10 + 3
919	Nine hundred nineteen	900 + 10 + 9
905	Nine hundred five	900 + 5
704	Seven hundred four	700 + 4
860	Eight hundred sixty	800 + 60
407	Four hundred seven	400 + 7
390	Three hundred ninety	300 + 90
801	Eight hundred one	800 + 1

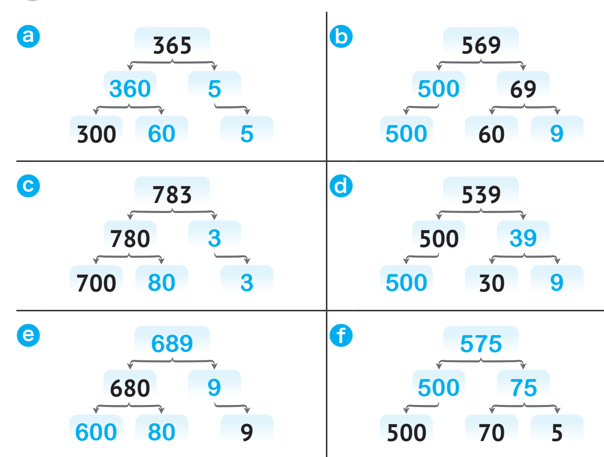
2
- a 734 (Seven hundred thirty-four)
- b 562 (Five hundred sixty-two)
- c 451 (Four hundred fifty-one)
- d 357 (Three hundred fifty-seven)
- e 926 (nine hundred twenty-six)
- f 462 (Four hundred sixty-two)
- g 908 (Nine hundred eight)
- h 530 (Five hundred thirty)
- i 630 (Six hundred thirty)
- j 800 (Eight hundred)

3
- a 9,6,5 (Nine hundred sixty-five)
- b 5,7,9 (Five hundred seventy-nine)
- c 2,3,9 (Two hundred thirty-nine)
- d 8,6,0 (Six hundred eight)

e 3,8,0 (Eight hundred thirty)
f 5,2,4 (524) g 7,1,5 (715)
h 7,1,2 (271) i 9,9,9 (999)
j 5,2,0 (250)

4 a 500,60,3 b 300,60,7
c 700,80,9 d 200,70,9
e 600,8 f 200,90 g 800,70 h 300,7
i 30,6 j 200,8 k 532 l 732
m 825 n 694 o 520 p 703
q 209 r 580 s 365 t 265

5



Accumulative Assessment 6

First:

a 675 b 215 c 5 d 99
e 502

Second:

a 7,9,8 b Seven hundred ninety-eight
c Tens d 37 e 370

Third:

a 1 13 2 15 3 8 4 7
b 1 8 + 2 + 5 = 10 + 5 = 15 2 13 – 3 – 6 = 10 – 6 = 4
c 79 – 36 = 43 LE

Lessons 7&8

Comparing Numbers

Activity 1

- 836 , 863 , 638 , 683 , 368 , 386
- The greatest number is: .863 .
- The smallest number is: 368

Activity 2

a 875 b 579 c 940 d 508
e 885 f 669

Activity 3

a < b < c > d >
e < f = g = h >
i = j < k > l >

HOME ACTIVITIES

1 a 517 , 571 , 715 , 751 , 157 , 175
The **greatest** number is: **751**
The **smallest** number is: **157**

b 698 , 689 , 869 , 896 , 968 , 986
The **greatest** number is: **986**
The **smallest** number is: **689**

c 372 , 327 , 723 ,. 732 , 237 , 273
The **greatest** number is: **732**
The **smallest** number is: **237**

d 542 , 524 , 425 , 452 , 245 , 254
The **greatest** number is: **542**
The **smallest** number is: **245**

2 a 999 b 999 c 987 d 100
e 111 f 102

3 a 752 b 872 c 973 d 810
e 730 f 776 g 882 h 359
i 159 j 348 k 507 l 809
m 229 n 556

4 a < b < c < d <
e > f < g = h <
i > j > k > l >
m > n > o = p >

q >　r =　s >　t >
u >　v =　w =

Accumulative Assessment 7

Up to Lesson (8)

First:

a 999　b 451　c 380　d 660
e 8 + 8 + 1

Second:

a 305　b 3　c 295
d 239 , 240 , 241　e 578

Third:

a 1 <　2 <　3 >　4 =

b 357 , 375 , 537 , 573 , 735 , 753
1 The greatest number is: 753
2 The smallest number is: 357

c 1 850　2 508

d 1 993　2 339

Lessons 9&10

Ordering Numbers

Activity 1

a 355　b 569　c 541　d 310
e 810　f 100

Activity 2

a 542　b 579　c 210　d 599
e 809　f 99

Activity 3

a 257　b 759　c 299　d 301
e 699　f 300

Activity 4

a • Ascending order 214 , 356 , 548 , 567 , 982
• Descending order 982 , 567 , 548 , 356 , 214

b • Ascending order 278 , 287 , 728 , 782 , 872
• Descending order 872 , 782 , 728 , 287 , 278

Activity 5

378 , 387 , 738 , 783 , 873 , 837
• Ascending order 378 , 387 , 738 , 783 , 837 , 873
• Descending order 873 , 837 , 783 , 738 , 387 , 378

HOME ACTIVITIES

1
a 316　b 457　c 720　d 529
e 648　f 800　g 500　h 700
i 433　j 699　k 380　l 900
m 601　n 231　o 810　p 504
q 712　r 996　s 402　t 101

2
a 781　b 627　c 404　d 449
e 599　f 788　g 199　h 316
i 699　j 659　k 99　l 802
m 467　n 747　o 101　p 366
q 809　r 629　s 998　t 499

3
a 358　b 260　c 700　d 100
e 567　f 599　g 979　h 658
i 320　j 801　k 270　l 199
m 839　n 99　o 730　p 400
q 528　r 656　s 519　t 599

4
a • Ascending order 456 , 546 , 564 , 645 , 654
• Descending order 654 , 645 , 564 , 546 , 456

b • Ascending order 215 , 384 , 548 , 674 , 678
• Descending order 678 , 674 , 548 , 384 , 215

c • Ascending order 105 , 150 , 500 , 501 , 510
• Descending order 510 , 501 , 500 , 150 , 105

d • Ascending order 80 , 800 , 808 , 880 , 888
• Descending order 888 , 880 , 808 , 800 , 80

e • Ascending order 25 , 52 , 205 , 502 , 520
• Descending order 520 , 502 , 205 , 52 , 25

5 367 , 376 , 673 , 637 , 763 , 736
• Ascending order 367 , 376 , 637 , 673 , 736 , 763
• Descending order 763 , 736 , 673 , 637 , 376 , 367

6 247 , 274 , 427 , 472 , 742 , 724
• Ascending order 247 , 274 , 427 , 472 , 724 , 742
• Descending order 742 , 724 , 472 , 427 , 274 , 247

7 158 , 185 , 518 , 581 , 815 , 851
• Ascending order 158 , 185 , 518 , 581 , 815 , 851
• Descending order 851 , 815 , 581 , 518 , 185 , 158

Accumulative Assessment 8

Up to Lesson (10)

First:

a 100 b 520 c 600 d 450
e 450

Second:

a 509 b 748 c 8 , 5 , 7 d 987
e 260

Third:

a 1 > 2 = 3 < 4 <

b 40 , 44 , 400 , 404 , 440

c 1 357 , 375 , 735 , 753 , 573 , 537
2 Ascending order: 357 , 375 , 537 , 573 , 735 , 753

Assessment on Chapter 3

First:

a 30 b 330 c 999 d >
e 266

Second:

a 200 b 305 c Hundreds
d 540, five hundred forty e 6

Third:

a 940 , 900 , 490 , 400 , 94

b 25 , 200 , 205 , 500 , 502

c 1 494 2 824 3 333

d 1 444 (Four hundred forty-four)
2 632 (Six hundred thirty-two)

Chapter 4

Lessons 1&2

Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

Activity 1

a 4 + 3 = 7 , 3 + 4 = 7 b 2 + 5 = 7 , 5 + 2 = 7
c 2 + 3 = 5 , 3 + 2 = 5

Activity 2

a 51 + 4 = 55 b 16 + 2 = 18
c 22 + 6 = 28 d 63 – 4 = 59
e 14 – 6 = 08

Activity 3

a 3 , 4 , 7 b 7, 8 , 15
c 4 , 2 , 6 d 1 , 9 , 10
e 8 , 6 , 14 f 3 , 5

Activity 4

a 41 b 68 c 87 d 100
e 48 f 79

Activity 5

a 78 b 87 c 57 d 27
e 87 f 41

HOME ACTIVITIES

1 a 5 + 1 = 6 , 1 + 5 = 6 b 5 + 4 = 9 , 4 + 5 = 9
c 4 + 2 = 6 , 2 + 4 = 6 d 4 + 2 = 6 , 2 + 4 = 6
e 1 + 2 = 3 , 2 + 1 = 3 f 1 + 3 = 4 , 3 + 1 = 4
g 3 + 4 = 7 , 4 + 3 = 7

2 a 3 b 7 c 2 d 6
e 8 f 9 g 8 h 1

3 (a) 13 , 13 (b) 12 , 12 (c) 12 , 12 (d) 8 , 8
(e) 14 , 14 (f) 10 , 10

4 (a) 48 (b) 34 (c) 77 (d) 43
(e) 41 (f) 24 (g) 66 (h) 65
(i) 89 (j) 35 (k) 22 (l) 72
(m) 20 (n) 43 (o) 43 (p) 63
(q) 61 (r) 95 (s) 96 (t) 41

5 (a) 22 (b) 22 (c) 90 (d) 30
(e) 72 (f) 6 (g) 25 (h) 42
(i) 21 (j) 90 (k) 51 (l) 31
(m) 32 (n) 95 (o) 12 (p) 72
(q) 75 (r) 26 (s) 80 (t) 20

Accumulative Assessment 9

Up to Lesson (2)

First:

(a) 7 (b) 765 (c) 27 (d) 20
(e) 11

Second:

(a) 349 (b) 26 (c) 7 (d) 999
(e) Tens

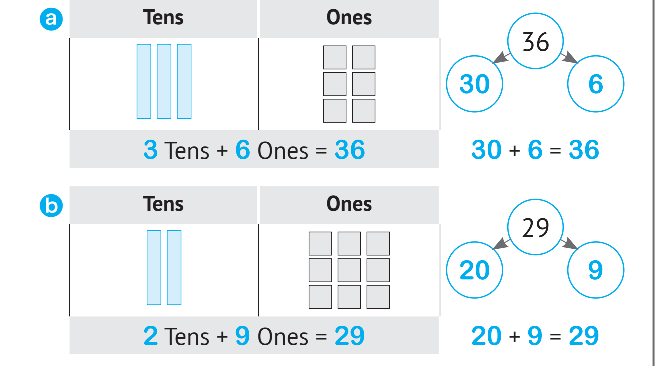
Third:

(a) 630 , 603 , 600 , 360 , 306
(b) 1 60 2 12 3 17 4 9
(c) 15 – 7 = 8

Lesson 3

Decomposing Numbers into Ones and Tens

Activity 1



(a) Tens | Ones
3 Tens + 6 Ones = 36
36: 30, 6
30 + 6 = 36

(b) Tens | Ones
2 Tens + 9 Ones = 29
29: 20, 9
20 + 9 = 29

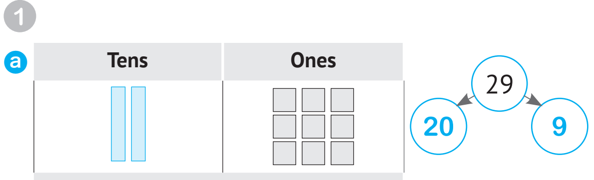
(c) Tens | Ones
4 Tens + 5 Ones = 45
45: 40, 5
40 + 5 = 45

Activity 2

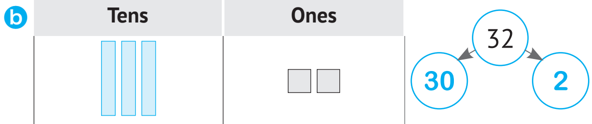
(a) 53 (b) 67 (c) 3 , 9 (d) 2 , 6
(e) 52 (f) 83 (g) 80 (h) 8

HOME ACTIVITIES

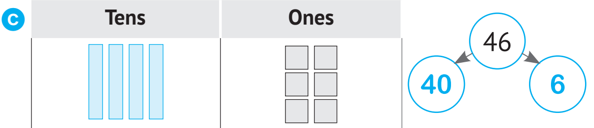
1



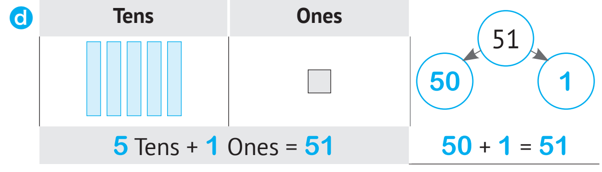
(a) Tens | Ones
2 Tens + 9 Ones = 29
29: 20, 9
20 + 9 = 29



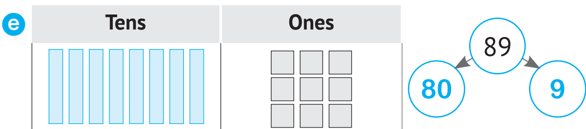
(b) Tens | Ones
3 Tens + 2 Ones = 32
32: 30, 2
30 + 2 = 32



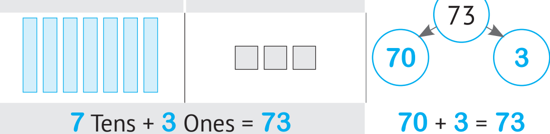
(c) Tens | Ones
4 Tens + 6 Ones = 46
46: 40, 6
40 + 6 = 46



(d) Tens | Ones
5 Tens + 1 Ones = 51
51: 50, 1
50 + 1 = 51

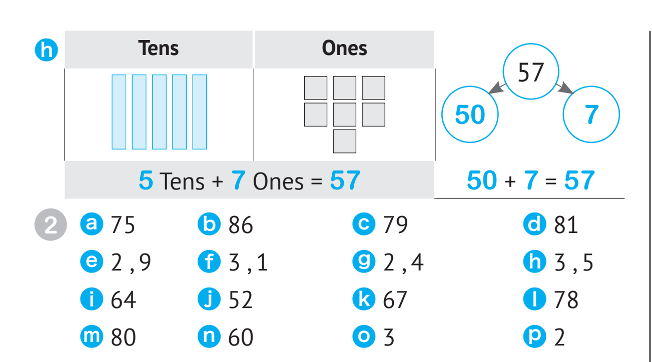


(e) Tens | Ones
8 Tens + 9 Ones = 89
89: 80, 9
80 + 9 = 89



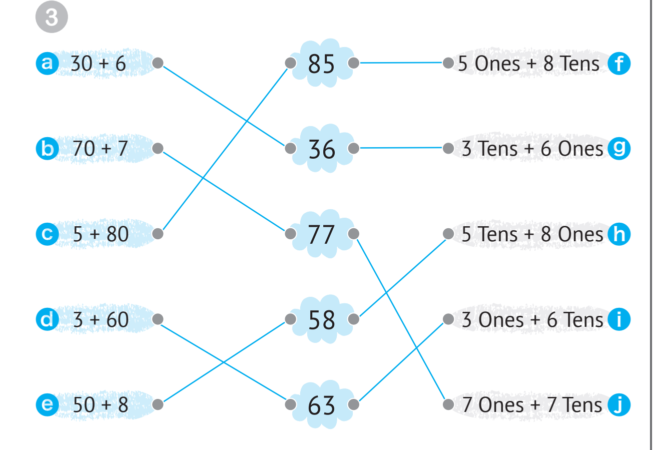
(f) Tens | Ones
7 Tens + 3 Ones = 73
73: 70, 3
70 + 3 = 73

(g) Tens | Ones
4 Tens + 2 Ones = 42
42: 40, 2
40 + 2 = 42



2
a 75 b 86 c 79 d 81
e 2 , 9 f 3 , 1 g 2 , 4 h 3 , 5
i 64 j 52 k 67 l 78
m 80 n 60 o 3 p 2

3



Accumulative Assessment 10

Up to Lesson (3)

First:

a 75 b 60 c 2 d 4
e 100

Second:

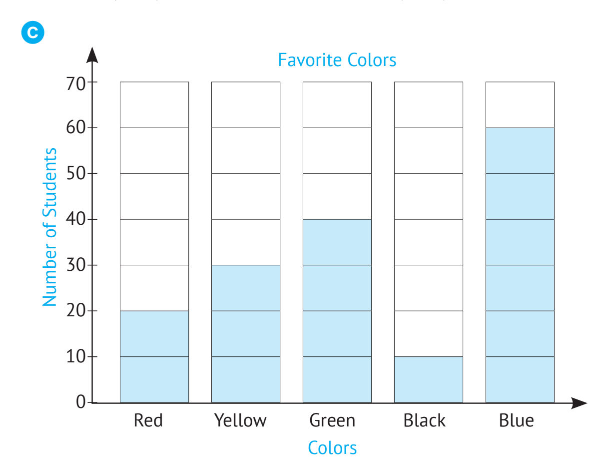
a 9 b 836 c 27 d 310
e 1 , 6 , 6 , 16

Third:

a 1 > 2 > 3 > 4 <

b 1 52 , 62 , 72 2 92 , 91 , 90

c

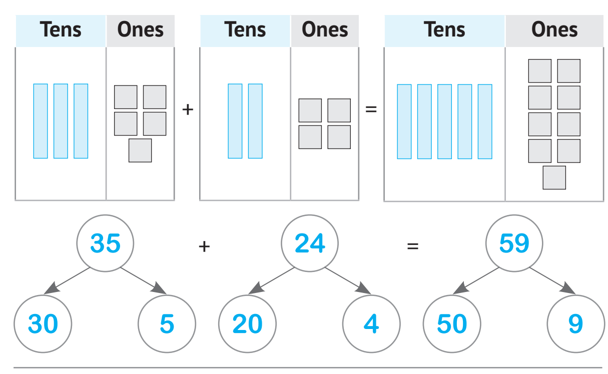


Lessons 4&5

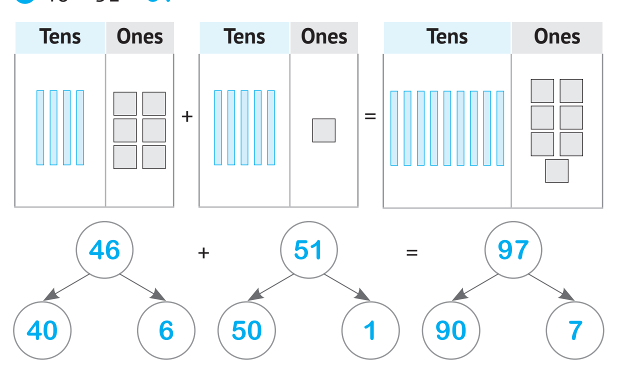
Adding and Subtracting Without Regrouping

Activity 1

a 35 + 24 = 59

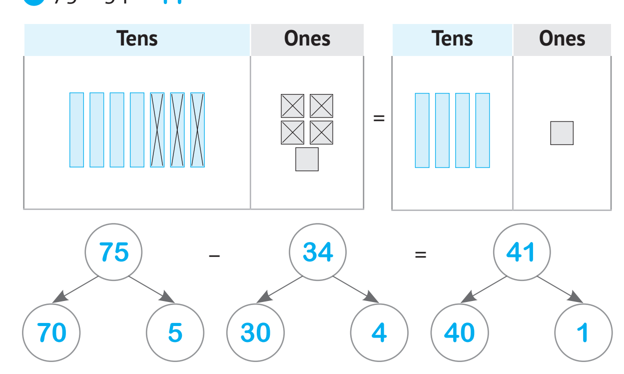


b 46 + 51 = 97

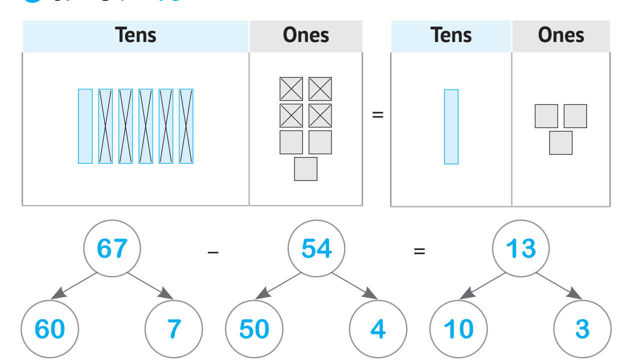


Activity 2

a 75 – 34 = 41

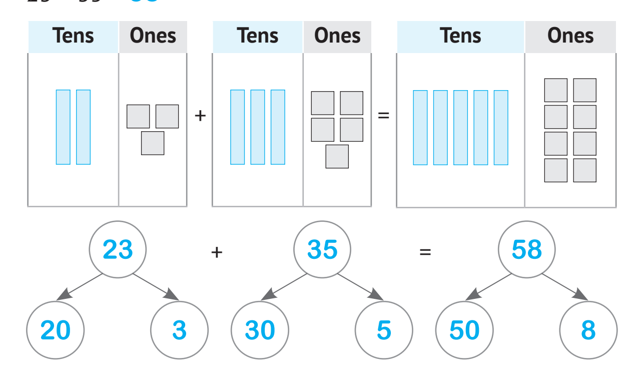


ⓑ 67 – 54 = 13

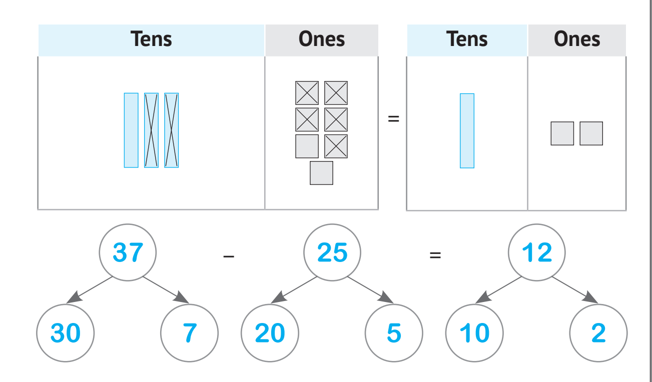


Activity 3

23 + 35 = 58

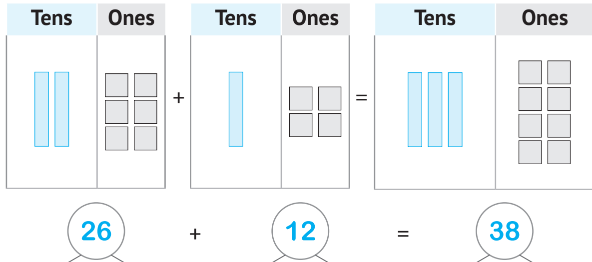


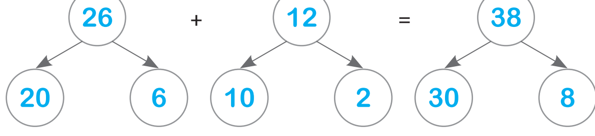
Activity 4



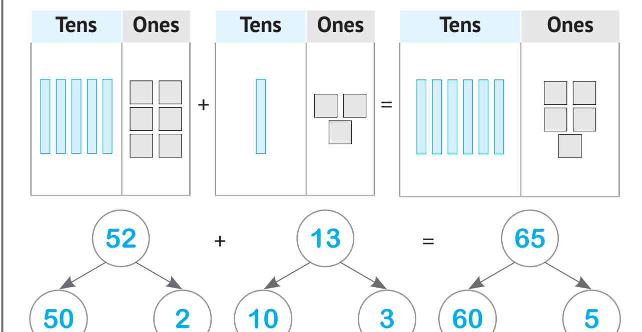
HOME ACTIVITIES

1 ⓐ 26 + 12 = 38

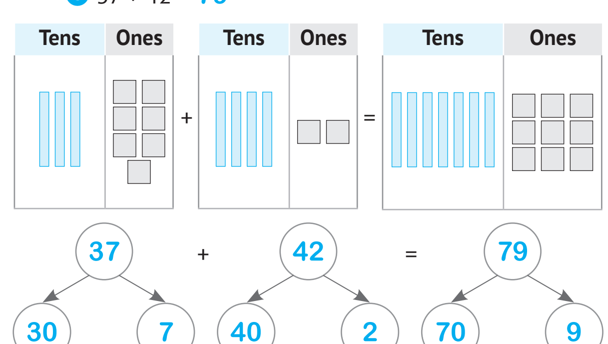




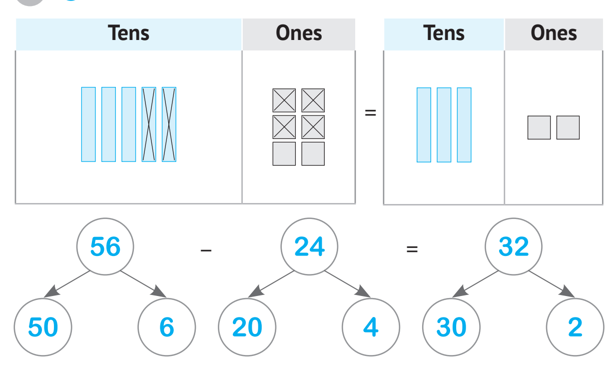
ⓑ 52 + 13 = 65



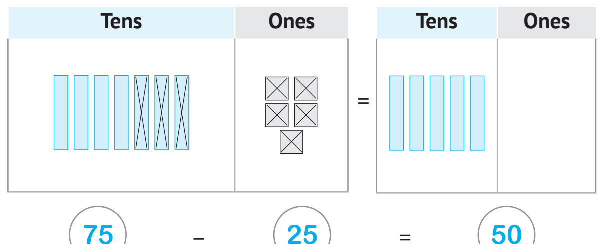
ⓒ 37 + 42 = 79

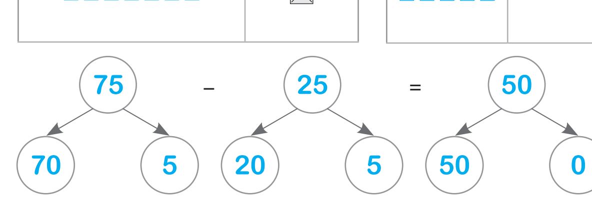


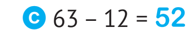
2 ⓐ 56 – 24 = 32



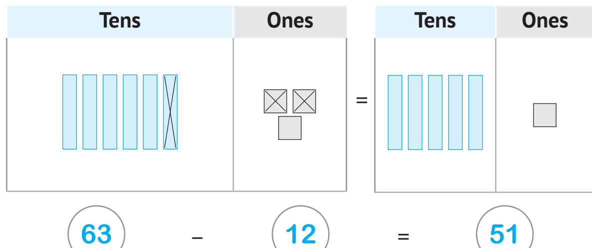
ⓑ 75 – 25 = 50

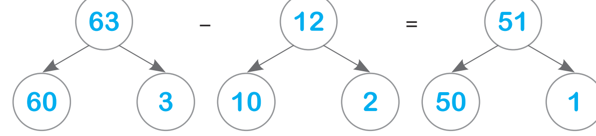




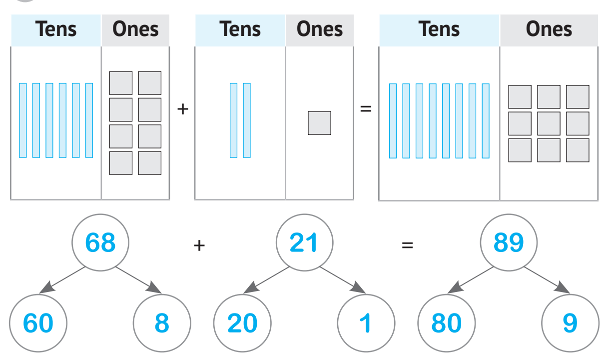


ⓒ 63 – 12 = 52

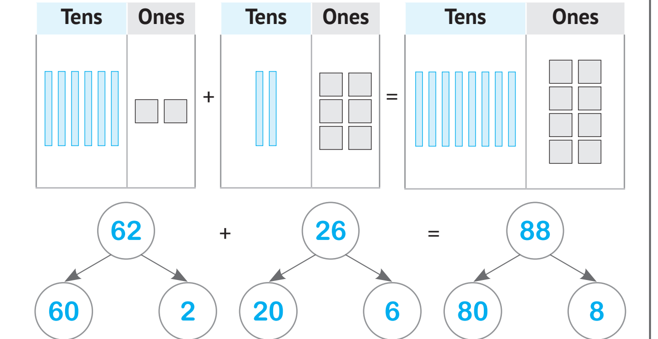




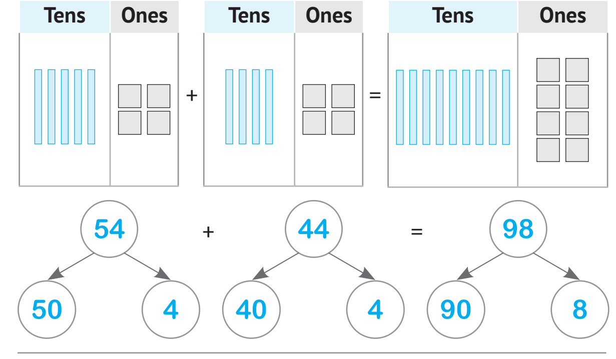
3 ⓐ 68 + 21 = 89



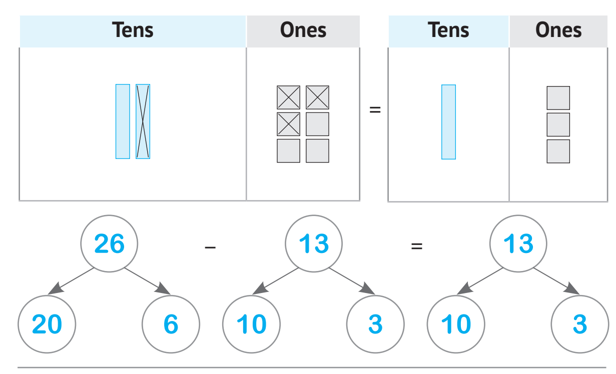
ⓑ 62 + 26 = 88



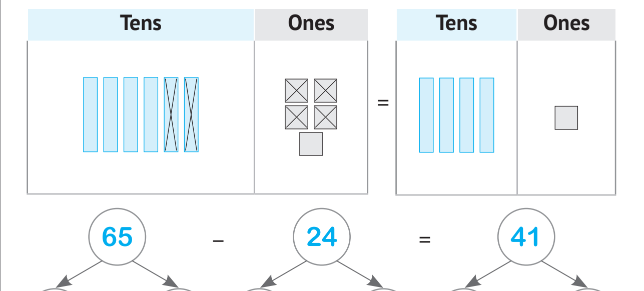
ⓒ 54 + 44 = 98



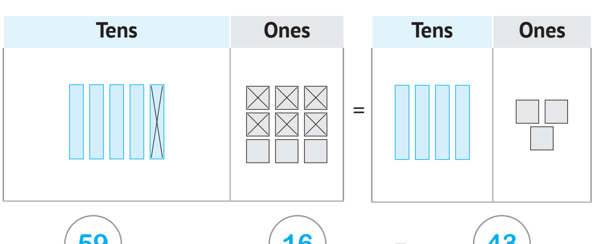
ⓓ 26 – 13 = 13

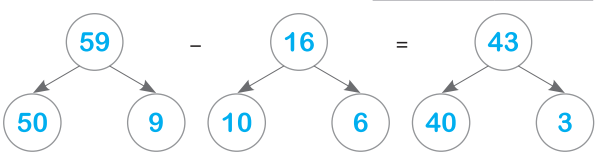


ⓔ 65 – 24 = 41



ⓕ 59 – 16 = 43





4

ⓐ 77	ⓑ 12	ⓒ 87	ⓓ 12
ⓔ 78	ⓕ 63	ⓖ 78	ⓗ 21
ⓘ 99	ⓙ 86	ⓚ 34	ⓛ 41

ⓜ 65 ⓝ 93 ⓞ 03 ⓟ 44
ⓠ 91 ⓡ 95 ⓢ 30 ⓣ 27

Accumulative Assessment 11

Up to Lesson (5)

First:

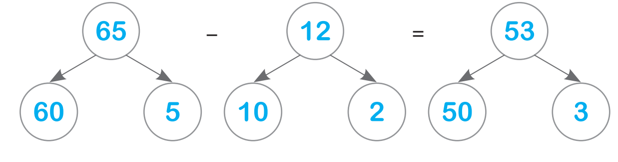
ⓐ 500 ⓑ 8 ⓒ 9 ⓓ 78
ⓔ 10

Second:

ⓐ 310 ⓑ 8 ⓒ 987 ⓓ 36
ⓔ 55 , 65 , 75

Third:

ⓐ 50 , 55 , 56 , 65 , 66
ⓑ 1 56 2 22 3 96 4 42
ⓒ 65 – 12 = 53 LE



Lessons 6&7

Estimating the Sum and the Difference – Comparing the Sum and the Estimation

Activity 1

Number	Estimation
41	40
42	40
43	40
44	40
45	50

Number	Estimation
46	50
47	50
48	50
49	50
50	50

Activity 2

ⓐ 20 ⓑ 10 ⓒ 0 ⓓ 60
ⓔ 40 ⓕ 60

Activity 3

ⓐ 50 ⓑ 10 ⓒ 30 ⓓ 90
ⓔ 60 ⓕ 30

Activity 4

ⓐ 34 → 30; + 28 → + 30; = 60
34 + 28 is about 60

ⓑ 45 → 50; + 52 → + 50; = 100
45 + 52 is about 100

ⓒ 67 → 70; – 34 → – 30; = 40
67 – 34 is about 40

ⓓ 92 → 90; – 19 → – 20; = 70
92 – 19 is about 70

Activity 5

ⓐ 13 → 10; + 28 → + 20; = 30
13 + 28 is about 30

ⓑ 55 → 50; + 42 → + 40; = 90
55 + 42 is about 90

ⓒ 74 → 70; – 69 → – 60; = 10
79 – 69 is about 10

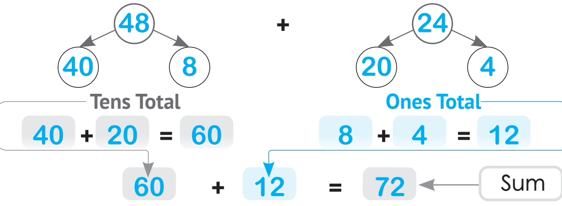
ⓓ 97 → 90; – 37 → – 30; = 60
97 – 37 is about 60

Activity 6

ⓐ 33 + 29 → 30 + 20 = 50 LE
ⓑ 64 – 32 → 60 – 30 = 30 minutes

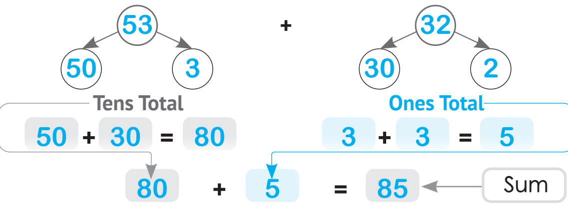
Activity 7

ⓐ **Estimation:** 48 + 24 → 40 + 20 = 30
Actual sum:



The estimate (60) is (closer or not closer) to the actual sum (72), so the estimate is (accepted or not accepted).

ⓑ **Estimation:** 53 + 32 → 50 + 30 = 80
Actual sum:



The estimate (80) is (closer or not closer) to the actual sum (85), so the estimate is (accepted or not accepted).

HOME ACTIVITIES

1

	Number	Estimation
a	71	70
b	72	70
c	73	70
d	74	70
e	75	80

	Number	Estimation
f	76	80
g	77	80
h	78	80
i	79	80
j	80	80

	Number	Estimation
a	11	10
b	12	10
c	13	10
d	14	10
e	15	20

	Number	Estimation
f	16	20
g	17	20
h	18	20
i	19	20
j	20	20

2 a 40 b 80 c 50 d 60
e 80 f 90 g 20 h 70
i 50 j 10 k 40 l 100

3 a 0 b 20 c 50 d 70
e 90 f 60 g 10 h 30
i 60 j 80 k 0 l 10

4

a) 58 → 60; + 32 → + 30; = 90
58 + 32 is about 90

b) 76 → 80; − 14 → − 10; = 70
76 − 14 is about 70

c) 27 → 30; + 12 → + 10; = 40
27 + 12 is about 40

d) 84 → 80; − 35 → − 40; = 40
84 − 35 is about 40

e) 34 → 30; + 29 → + 30; = 60
34 + 29 is about 60

f) 48 → 50; − 27 → − 30; = 20
48 − 27 is about 20

5

a) 43 → 40; + 56 → + 50; = 90
43 + 56 is about 90

b) 98 → 90; − 27 → − 20; = 70
98 − 27 is about 70

c) 52 → 50; + 38 → + 30; = 80
52 + 38 is about 80

d) 72 → 70; − 51 → − 50; = 20
72 − 51 is about 20

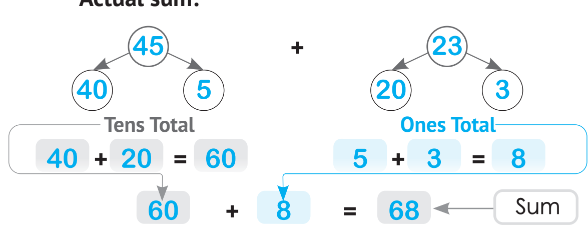
e) 18 → 10; + 38 → + 30; = 40
18 + 38 is about 40

f) 62 → 60; − 16 → − 10; = 50
62 − 16 is about 50

6
a) 84 − 26 = 80 − 20 = 60 LE
b) 38 + 49 = 30 + 40 = 70 stories
c) 46 − 18 = 40 − 10 = 30 boys
d) 53 + 47 = 50 + 40 = 90 minutes

7
a) **Estimation:** 45 + 23 → 40 + 20 = 60

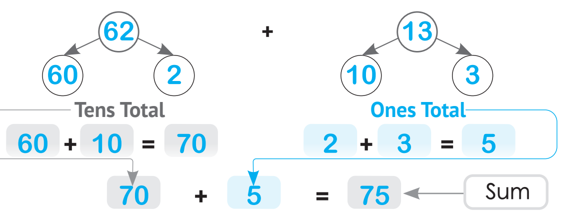
Actual sum:



The estimate (60) is (closer or <u>not closer</u>) to the actual sum (68), so the estimate is (accepted or <u>not accepted</u>).

b) **Estimation:** 62 + 13 → 60 + 10 = 70

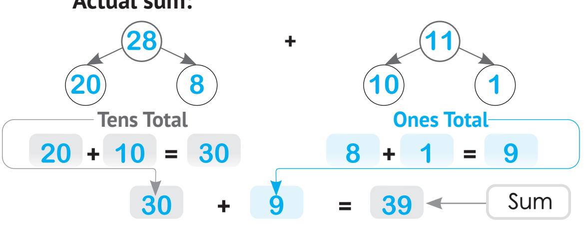
Actual sum:



The estimate (70) is (<u>closer</u> or not closer) to the actual sum (75), so the estimate is (<u>accepted</u> or not accepted).

c) **Estimation:** 28 + 11 → 20 + 10 = 30

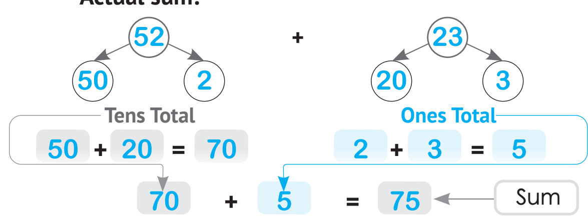
Actual sum:



The estimate (30) is (closer or <u>not closer</u>) to the actual sum (39), so the estimate is (accepted or <u>not accepted</u>).

ⓓ **Estimation:** 52 + 23 ⟶ 50 + 20 = 70

Actual sum:



The estimate (70) is (closer or not closer) to the actual sum (75), so the estimate is (accepted or not accepted).

⑧

Addition Process	Actual Sum	Estimation Using Place Value Strategy	Accepted	Not Accepted
48 + 31	79	40 + 30 = 70		✓
75 + 14	89	70 + 10 = 80		✓
41 + 23	64	40 + 20 = 60	✓	
63 + 15	78	60 + 10 = 70		✓
14 + 15	29	10 + 10 = 20		✓
27 + 32	59	20 + 30 = 50		✓
20 + 13	33	20 + 10 = 30	✓	
42 + 21	63	40 + 20 = 60	✓	

Accumulative Assessment 12

First:

ⓐ 853 ⓑ 723 ⓒ 7 ⓓ 7
ⓔ 1

Second:

ⓐ 100 ⓑ 60 ⓒ 50 ⓓ 8
ⓔ 259 , 260 , 261

Third:

ⓐ 1 > 2 = 3 = 4 >
ⓑ 1 50 , 30, 80 2 70 , 50 , 20
ⓒ 46 + 23 = 40 + 20 = 60 LE

Lessons 8–10

Adding by Regrouping Ones

Activity 1

ⓐ 83 ⓑ 55 ⓒ 84 ⓓ 84

Activity 2

ⓐ 85 ⓑ 84 ⓒ 45 ⓓ 80
ⓔ 71 ⓕ 84 ⓖ 97 ⓗ 93
ⓘ 64 ⓙ 91 ⓚ 82 ⓛ 66
ⓜ 85 ⓝ 82 ⓞ 92 ⓟ 74

Activity 3

ⓐ 94 ⓑ 95

HOME ACTIVITIES

① ⓐ 84 ⓑ 80 ⓒ 74 ⓓ 90
ⓔ 82 ⓕ 63 ⓖ 84 ⓗ 94

② 1 95 2 70 3 90 4 68
5 72 6 94 7 45 8 32
9 76 10 88 11 82 12 78
13 75 14 79 15 82 16 85
17 74 18 95 19 63 20 95
21 75 22 75 23 72 24 91
25 73 26 73 27 82 28 53
29 92 30 91 31 91 32 81
33 78 34 80 35 82 36 90
37 78 38 81 39 94 40 79
41 87

③ ⓐ 99 ⓑ 94 ⓒ 77 ⓓ 72

Accumulative Assessment 13

Up to Lesson (10)

First:

ⓐ 960 ⓑ 800 ⓒ 869 ⓓ 502
ⓔ 100

Second:

ⓐ tens ⓑ 700 , 80 , 3 ⓒ 9 , 6 , 8 ⓓ 608
ⓔ 698 , 699 , 700

Third:

ⓐ 1 53 2 43 + 56 = 99
3 73 4 30 + 54 = 84
ⓑ 1 < 2 < 3 > 4 =
ⓒ 1 c 2 a 3 b

First:

a 42 b 74 c 71 d 16

Second:

a 17 , 22 b 6 , 23 , 29 c 4 , 9

Third:

a 1 80 2 70 3 10 4 30

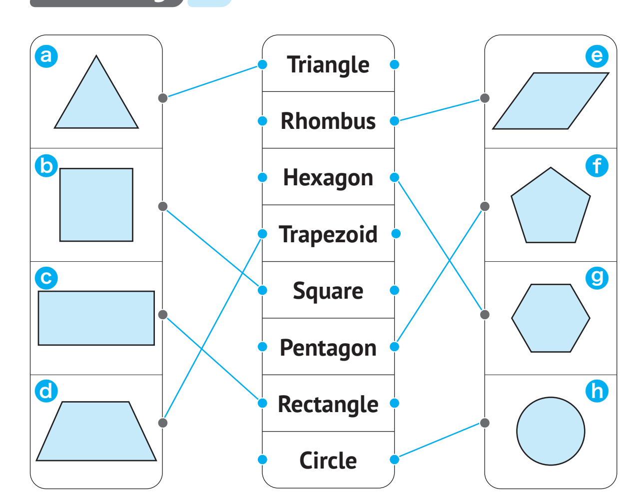
b 47 – 32 = 15 flowers

c 75 + 12 = 87 pounds

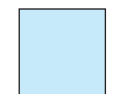
Chapter 5

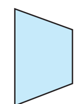
2-dimensional Shapes

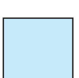
Activity 1



Activity 2



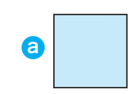




Activity 3

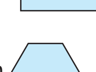
a 3 b 6 c 4 d 5

Activity 4

a  b c d

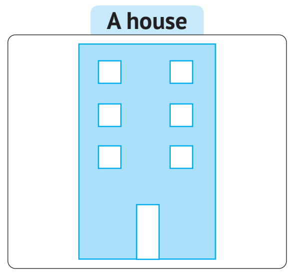
Activity 5

a square b rectangle

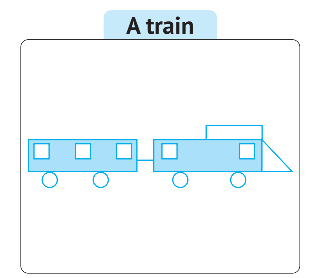
c pentagon d hexagon 

Activity 6

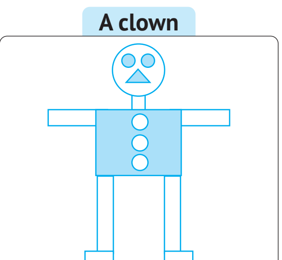
A house



A train



A clown



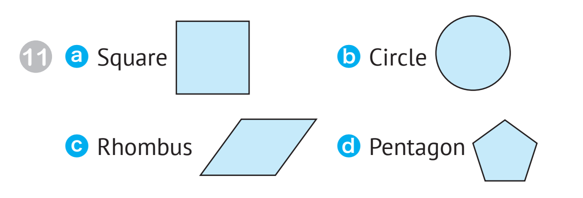
HOME ACTIVITIES

1. Answer by yourself.
2. a Rhombus b Triangle
   c Pentagon d Square
   e Circle f Trapezoid
   g Hexagon h Rectangle
3. Answer by yourself.
4. a 4 b 3 c 5 d 6
   e 8 f 4 g 3 h 7
5. Answer by yourself.
6. Answer by yourself.
7. Answer by yourself.
8. Answer by yourself.

9 ⓐ 3 , 3 ⓑ Square , rhombus
ⓒ 4, 2, 2 ⓓ trapezoid
ⓔ pentagon ⓕ hexagon
ⓖ circle ⓗ equal

10 Answer by yourself.

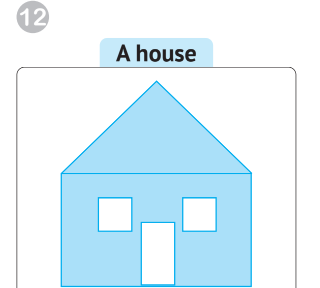
11 ⓐ Square ⓑ Circle
ⓒ Rhombus ⓓ Pentagon



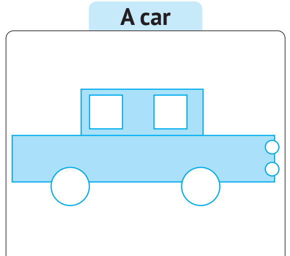
ⓔ Hexagon ⓕ Rectangle

12

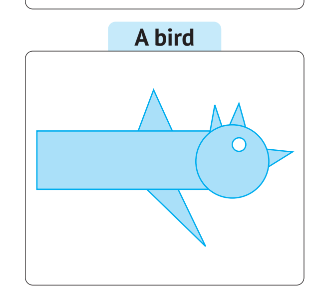
A house



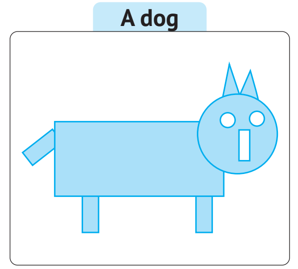
A car



A bird



A dog



Accumulative Assessment 14

Up to Lesson (4)

First:

ⓐ 3 ⓑ 4 ⓒ 7 ⓓ 689
ⓔ 30

Second:

ⓐ Pentagon ⓑ 437 ⓒ hexagon – circle
ⓓ 102 ⓔ Square , rectangle

Third:

ⓐ 1 > 2 < 3 < 4 =

ⓑ 7 , 70 , 77 , 700 , 770

ⓒ 1 Circle 2 Trapezoid
3 Hexagon 4 Triangle

Lessons 5–7

Measuring the Length in Centimeters – Estimating the Length – Measuring the Side Length of a Geometric Shape

Activity 1

ⓐ 8 ⓑ 3 ⓒ 5 ⓓ 11
ⓔ 14 ⓕ 2 ⓖ 4 ⓗ 5
ⓘ 7

Activity 2

ⓐ 6 ⓑ 7 ⓒ 2 ⓓ 4
ⓔ 3 ⓕ 4

Activity 3

ⓐ Centimeter ⓑ Centimeter
ⓒ Meter ⓓ Centimeter

Activity 4

ⓐ 12cm ⓑ 20m ⓒ 15cm ⓓ 3m

HOME ACTIVITIES

1 ⓐ 7 ⓑ 4 ⓒ 5 ⓓ 3
ⓔ 2 ⓕ 9 ⓖ 6 ⓗ 9
ⓘ 10

2 ⓐ 5 ⓑ 4 ⓒ 2 ⓓ 4
ⓔ 5 ⓕ 5 ⓖ 4 ⓗ 5
ⓘ 3 ⓙ 3 ⓚ 5 ⓛ 4

3 ⓐ 18cm ⓑ 12cm ⓒ 15cm ⓓ 4cm
ⓔ 25cm

Accumulative Assessment 15

Up to Lesson (7)

First:

ⓐ 4 ⓑ 570 ⓒ 0 ⓓ 505
ⓔ 50

Second:

ⓐ Circle ⓑ 987 ⓒ 41 ⓓ 91
ⓔ 4 , 2 , 2

Third:

a 1 56 2 67 3 51 4 43

b 990 , 909 , 900 , 99 , 90

c 1 3 2 2 3 4

Lessons 8-10

3-dimensional Shapes

Activity 1

a Square-based pyramid
b Cylinder
c Sphere
d Cube
e Rectangular prism

Activity 2

a 6 , square
b 8
c 12
d 12 , 8 , 6 , rectangle
e 8, 5, 5, 1, square, 4
f sphere
g Cylinder

Activity 3

Answer by yourself.

HOME ACTIVITIES

1 a Cube
b Cylinder
c Sphere
d Square-based pyramid
e Rectangular prism

2 a Square-based pyramid
b Cylinder
c Sphere
d Cube
e Rectangular prism

3 a Triangle
b Pentagon
c Circle
d Square
e Rectangle
f Rhombus
g Hexagon
h Trapezoid

4 Answer by yourself.

5 a 6 , square
b 8
c 12
d 12 , 8 , 6 , rectangle
e 8 , 5 , 5 , 1 , Square , 4
f sphere
g cylinder

6 a rectangular prism , 12 , 8 , 6 , rectangle
b cube , 12 , 8 , 6 , square
c square-based pyramid , 8 , 5 , 5
d cylinder, 0 , 0 , 2

Accumulative Assessment 16

Up to Lesson (10)

First:

a 12 b 6 c Tens d 570
e 100

Second:

a 550 b 290 c 7 d 1
e sphere

Third:

a 420 , 402 , 240 , 224 , 204

b 1 Cylinder 2 Pentagon
3 Square 4 Hexagon 5 Cube
6 Rectangular prism 7 Rectangle

First:

a [square]
b centimeter
c >
d pentagon

Second:

a 4 b 2 c 7 d 7

Third:

a Cylinder b Cube c Square-based pyramid
d Sphere e Rectangular prism

Fourth:

Answer by yourself.

Chapter 6

Lessons 1&2

Measuring Mass – Units of Measuring Mass

Activity 1

a lighter b lighter
c heavier d heavier

Activity 2

a Grams (gm) b Grams (gm)
c Grams (gm) d Kilograms (kg)
e Grams (gm) f Kilograms (kg)
g Kilograms (kg) h Kilograms (kg)

HOME ACTIVITIES

1. a lighter b lighter c lighter
   d heavier e heavier f heavier
   g lighter h heavier i heavier
   j lighter k heavier l lighter
2. Answer by yourself.
3. Answer by yourself.
4. a Grams (gm) b Grams (gm)
   c Kilograms (kg) d Kilograms (kg)
   e Grams (gm) f Grams (gm)
   g Kilograms (kg) h Kilograms (kg)
   i Grams (gm) j Grams (gm)
   k Grams (gm) l Kilograms (kg)
   m Kilograms (kg) n Kilograms (kg)
   o Kilograms (kg) p Grams (gm)

Accumulative Assessment 17
Up to Lesson (2)

First:

a 5 b 4 c 999 d 7
e 912

Second:

a six hundred three b 599 c 957
d 345 e cylinder

Third:

a 1 < 2 > 3 = 4 <
b 216 , 592 , 654 , 756 , 890
c lighter, heavier

Lessons 3&4

Applications on Measuring Mass

Activity

a 3 + 5 = 8 kg b 35 + 24 = 59 kg
c 90 – 30 = 60 kg d 77 – 23 = 54 kg

HOME ACTIVITIES

1. 15 + 7 = 22 kg
2. 18 + 9 = 27 kg
3. 48 + 48 = 96 kg
4. 25 + 16 = 41 kg
5. 4 + 3 + 5 + 4 = 16 kg
6. 39 – 5 = 34 kg
7. 58 – 52 = 6 kg
8. 86 – 56 = 30 kg
9. 89 – 27 = 62kg
10. 95 – 83 = 12 gm

Accumulative Assessment 18
Up to Lesson (4)

First:

a 748 b 90 c 50 d 5
e 10

Second:

a 100 b 300 c 7 d 6 , 8
e 8

Third:

a 99 , 93 , 39 , 33 , 30
b 1 77 2 52 3 74 4 4
c 69 + 15 + 12 = 96 gm

Lessons 5&6

Time "A.M or P.M" – Creating an Analog Clock

Activity 1

a 7 b 9 c 2
d 6 e 4 f 3

Activity 2

a	b	c
It's 7 o'clock.	It's 3 o'clock.	It's 10 o'clock.
d 10:00	e 08:00	f 11:00
It's 10 o'clock.	It's 8 o'clock.	It's 11 o'clock.

Activity 3

a a.m b p.m c a.m d p.m
e p.m f a.m g p.m h a.m

HOME ACTIVITIES

1. a 7 b 9 c 2 d 1
e 3 f 5 g 11 h 12
i 4 j 6 k 8 l 10

2. a b c
d e f
g h i
j k l

3. a 12 b 2 c 4 d 6
e 8 f 10 g 1 h 3
i 5

4.

a 07:00	b 09:00	c 11:00
d 02:00	e 04:00	f 06:00
g 05:00	h 10:00	i 12:00

5. a a.m b p.m c a.m d p.m
e p.m f a.m g p.m h a.m

Accumulative Assessment 19

Up to Lesson (6)

First:

a 100 b 657 c < d 6
e 95

Second:

a Ones b 516 c 400 d 640
e 3 , 3

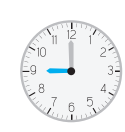
Third:

a 1 20 2 64 3 70 4 73

b 1 7 o'clock 2 1 o'clock

c

1

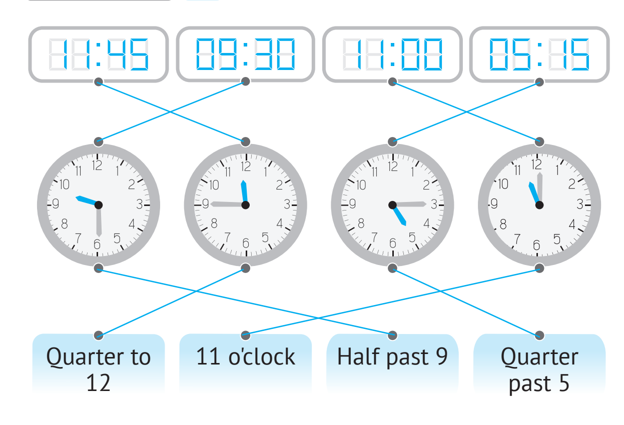
2 

d 38 + 49 = 87 LE

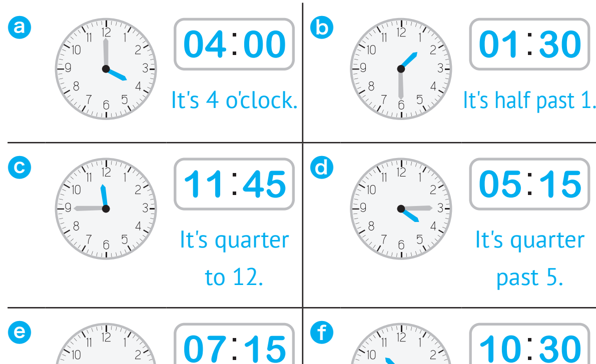
Lessons 7-10

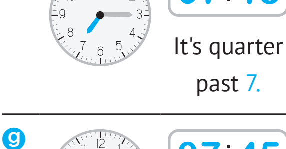
Reading Time with Halves – Applications on Time – Reading Time in Minutes

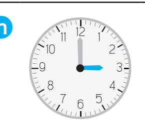
Activity 1



Activity 2





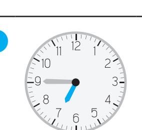


07:45
It's quarter to 8.

03:00
It's 3 o'clock.

05:00
It's 5 o'clock.

08:15
It's quarter past 8.

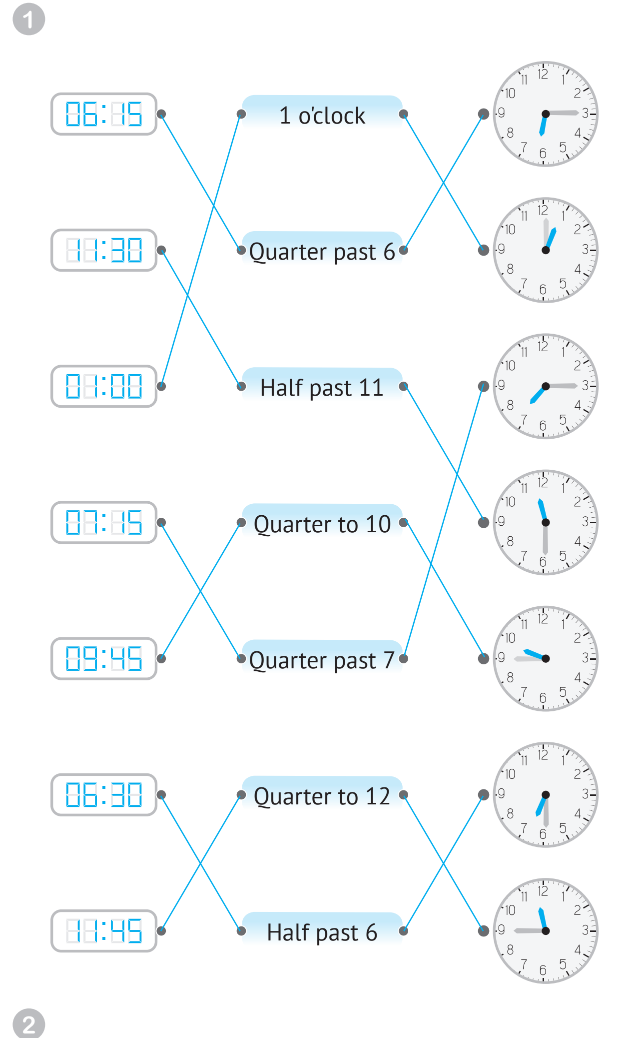


04:30
It's half past 4.

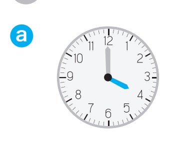
06:45
It's quarter to 7.

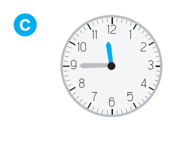
HOME ACTIVITIES

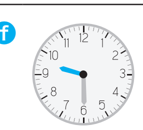
1



2







07:45
It's quarter to 8.

06:15
It's quarter past 6.

i) 02:45 It's quarter to 3.

j) 08:15 It's quarter past 8.

3

a) 07:00 It's 7 o'clock.

b) 06:30 It's Half past 6.

c) 06:15 It's quarter past 6.

d) 11:45 It's quarter to 12

e) 11:30 It's half past 11.

f) 09:30 It's half past 9.

g) 03:45 It's quarter to 4.

h) 12:00 It's 12 o'clock.

i) 02:45 It's quarter to 3.

j) 08:15 It's quarter past 8

4

a) 03:00 It's 3 o'clock.

b) 01:45 It's quarter to 2.

c) 05:15 It's quarter past 5

d) 10:00 It's 10 o'clock.

e) 04:30 It's half past 4.

f) 09:45 It's quarter to 10.

g) 08:45 It's quarter to 9.

h) 07:30 It's half past 7.

i) 12:00 It's 12 o'clock.

j) 04:15 It's quarter past 4.

Accumulative Assessment 20

Up to Lesson (10)

First:

a) 443 b) 561 c) 80 d) 30
e) 0

Second:

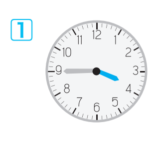
a) 499 b) 4 , 4 c) 32
d) 272 , 271, 270 e) triangle

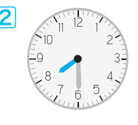
Third:

a) 1 74 2 42 3 90 4 539

b) 1 < 2 > 3 < 4 >

c)

1  03:45 It's quarter to 4.

2  07:30 It's half past 7.

First:

a) 3 b) 1 c) 2 d) 5
e) 4

Second:

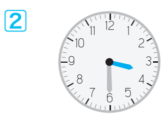
a) gm b) gm c) kg d) gm

Third:

a) 6 – 4 = 2kg b) 27 + 15 = 42 kg

c)

1 It's 11 o'clock.

2  It's half past 3.

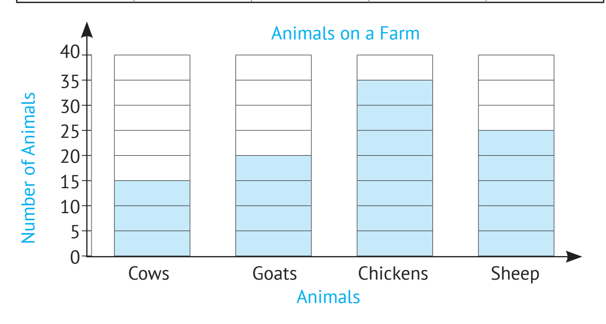
3 It's quarter past 1.

General Exercises on Chapter 1

First:

a

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	15	20	35	25



b **a** 15 **b** 20 + 35 = 55

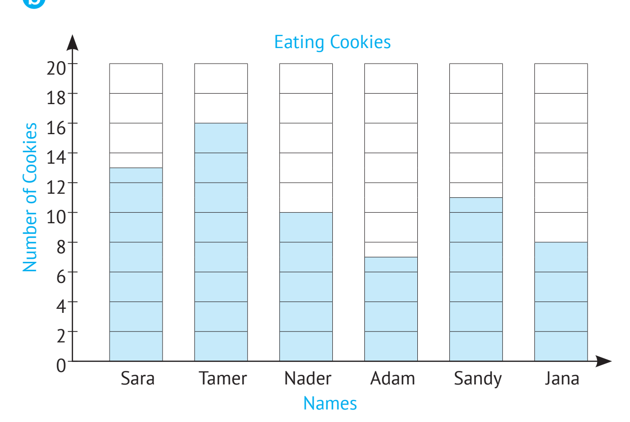
c Chickens **d** Cows

Second:

a

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies	13	16	10	7	11	8

b



c **a** < **b** > **c** > **d** >

e < **f** <

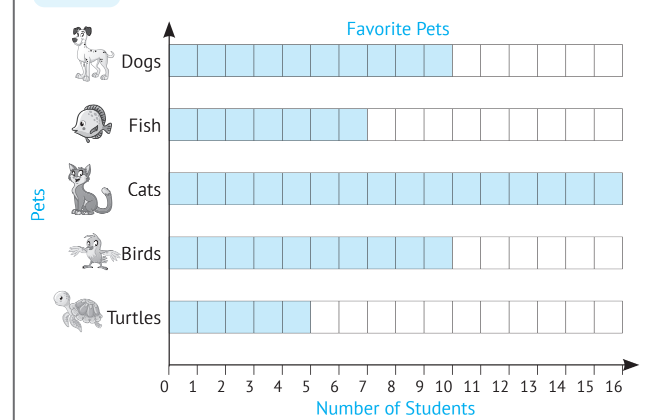
d **a** 16 **b** 8 **c** 13 – 7 = 6

d 11 – 8 = 3 **e** 13 + 10 + 7 = 30

f 16 + 11 = 27 **g** Tamer

h Adam

Third:



Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

a **a** = **b** > **c** > **d** >

b **a** 7 **b** 10 **c** 16 – 10 = 6

d 10 – 5 = 5 **e** 10 + 7 + 16 = 33

f 16 + 10 + 5 = 31 **g** Cats **h** turtles

General Exercises on Chapter 2

First:

1. 10
2. 14
3. 16
4. 8 + 8 + 1 = 16 + 1 = 17
5. 1 + 7 + 7 = 1 + 14 = 15
6. 1 + 5 + 5 = 1 + 10 = 11
7. 15
8. 16
9. 14
10. 7
11. 8
12. 4
13. 55
14. 36
15. 65
16. 15
17. 8 + 2 = 4 = 10 + 4 = 14
18. 7 + 3 + 2 = 10 + 2 = 12
19. 9 + 1 + 5 = 10 + 5 = 15
20. 12 – 2 – 3 = 10 – 3 = 7
21. 16 – 6 – 2 = 10 – 2 = 8
22. 15 – 5 – 2 = 10 – 2 = 8
23. 7
24. 5
25. 13
26. 9
27. 9
28. 4
29. 16
30. 8

Second:

1. 18
2. 7
3. 9
4. 12
5. 1
6. 4
7. 4
8. 10
9. 14
10. 11
11. 4
12. 8
13. 5
14. 17
15. 35
16. 10
17. 65
18. 10
19. 17
20. 86
21. 10
22. 4
23. 3
24. 9
25. 5
26. 9
27. 3
28. 10
29. 9
30. 14

Third:

1. ⓐ 1 + 4 + 4 = 1 + 8 = 9 ⓑ 1 + 6 + 6 = 1 + 12 = 13
   ⓒ 1 + 8 + 8 = 1 + 16 = 17
2. ⓐ 12 ⓑ 15 ⓒ 9 ⓓ 9
3. ⓐ 8 + 2 + 3 = 10 + 3 = 13 ⓑ 9 + 1 + 6 = 10 + 6 = 16
   ⓒ 12 – 2 – 2 = 10 – 2 = 8 ⓓ 17 – 7 – 2 = 10 – 2 = 8
4. ⓐ 55 ⓑ 26 ⓒ 77 ⓓ 53
5. ⓐ 8 + 9 = 17 L.E ⓑ 13 – 5 = 8 oranges
   ⓒ 5 + 4 + 7 = 16 pencils ⓓ 6 , 14 – 8 = 6 pounds
   ⓔ 15 , 8 + 7 = 15 birds

General Exercises on Chapter 3

First:

❶ Tens	❷ Ones	❸ Hundreds	❹ Tens
❺ 100	❻ 2	❼ 30	❽ 0
❾ 403	❿ Three hundred nineteen		
⓫ Four hundred nine		⓬ Nine hundred twenty	
⓭ 956	⓮ 917	⓯ 208	⓰ 110
⓱ 567	⓲ 14	⓳ 806	⓴ 295
㉑ 56	㉒ 400	㉓ 3	㉔ 675
㉕ 824	㉖ 5 , 9 , 7	㉗ 9 , 5	㉘ 999
㉙ 100	㉚ 987	㉛ 102	
㉜ 743 , 347	㉝ 552	㉞ 449	㉟ 726
㊱ 699	㊲ 300	㊳ 500	㊴ 110
㊵ 99			

Second:

❶ Tens	❷ Ones	❸ 900	❹ 0
❺ Seven hundred eight		❻ Nine hundred nineteen	
❼ 436	❽ 111	❾ 808	❿ 458
⓫ 627	⓬ 820	⓭ 607	⓮ 5
⓯ 54	⓰ 50	⓱ 8	⓲ 526
⓳ 439	⓴ 763	㉑ 650	㉒ 407
㉓ 999	㉔ 100	㉕ 850	㉖ 709
㉗ 499	㉘ 400	㉙ 300	㉚ 410

Third:

1. 735 , 753 , 537 , 573 , 357 , 373
2. ⓐ > ⓑ < ⓒ > ⓓ <
   ⓔ = ⓕ > ⓖ < ⓗ <
   ⓘ = ⓙ >
3. ⓐ 100 , 107 , 170 , 700 , 701 , 710
   ⓑ 256 , 265 , 526 , 562 , 625 , 652
   ⓒ 5 , 50 , 500 , 505 , 550 , 555
4. ⓐ 910 , 901 , 900 , 190 , 109 , 100
   ⓑ 963 , 936 , 693 , 639 , 396 , 369
   ⓒ 888 , 880 , 808 , 800 , 80 , 8

General Exercises on Chapter 4

First:

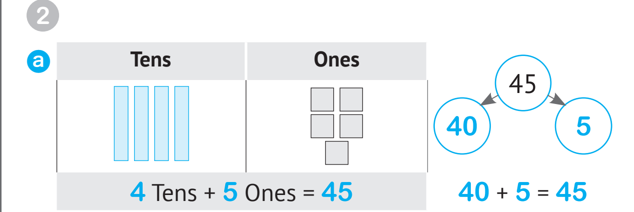
❶ 7	❷ 5	❸ 4	❹ 8
❺ 9	❻ 70	❼ 47	❽ 23
❾ 94	❿ 36	⓫ 8	⓬ 2 , 9
⓭ 2 , 5	⓮ 40	⓯ 30	⓰ 40
⓱ 40	⓲ 57	⓳ 94	⓴ 72

Second:

❶ 8	❷ 6	❸ 9	❹ 7
❺ 79	❻ 34	❼ 4	❽ 70
❾ 35	❿ 46	⓫ 50	⓬ 7
⓭ 50	⓮ 50	⓯ 60	⓰ 60

Third:

1. ⓐ 53 ⓑ 35 ⓒ 82 ⓓ 83
   ⓔ 50 ⓕ 34 ⓖ 38 ⓗ 7
   ⓘ 53 ⓙ 60 ⓚ 22 ⓛ 8
2. ⓐ



ⓑ

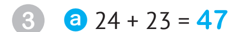
Tens	Ones

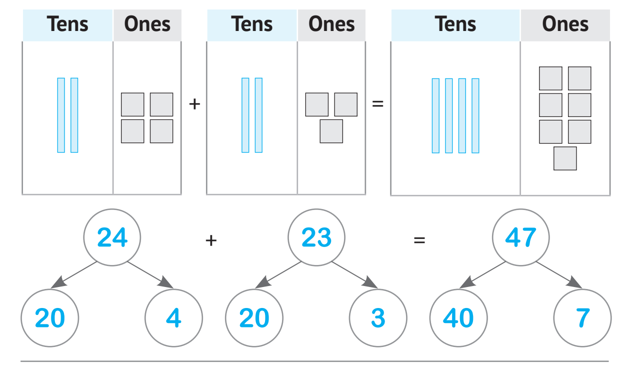
8 Tens + 2 Ones = 82

82 → 80, 2

80 + 2 = 82

3 a 24 + 23 = 47

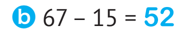




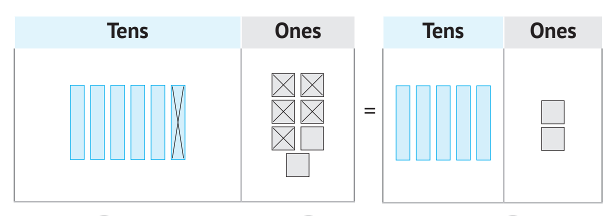
Tens	Ones		Tens	Ones		Tens	Ones

24 + 23 = 47

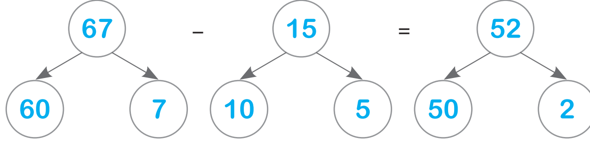
20, 4 — 20, 3 — 40, 7



b 67 – 15 = 52



Tens	Ones		Tens	Ones



67 – 15 = 52

60, 7 — 10, 5 — 50, 2

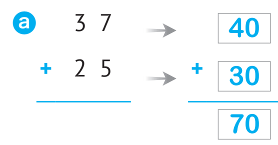
4

a 37 + 25 → 40 + 30 = 70

37 + 25 is about 70

b 49 – 23 → 50 – 20 = 30

49 – 23 is about 30



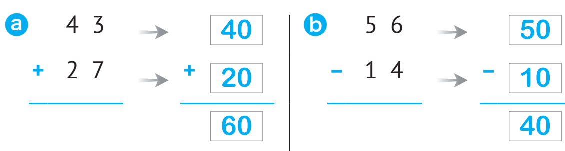
5

a 43 + 27 → 40 + 20 = 60

43 + 27 is about 60

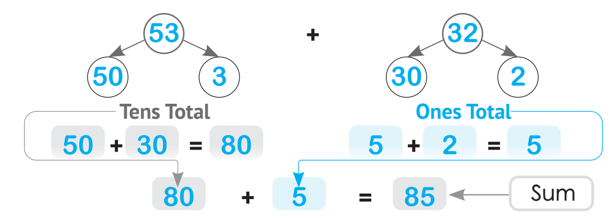
b 56 – 14 → 50 – 10 = 40

56 – 14 is about 40



6 a **Estimation:** 53 + 32 → 50 + 30 = 80

Actual sum:



53 = 50 + 3 ; 32 = 30 + 2

Tens Total: 50 + 30 = 80

Ones Total: 5 + 2 = 5

80 + 5 = 85 ← Sum

The estimate (80) is (closer or not closer) to the actual sum (85), so the estimate is (accepted or not accepted).

General Exercises on Chapter 5

First:

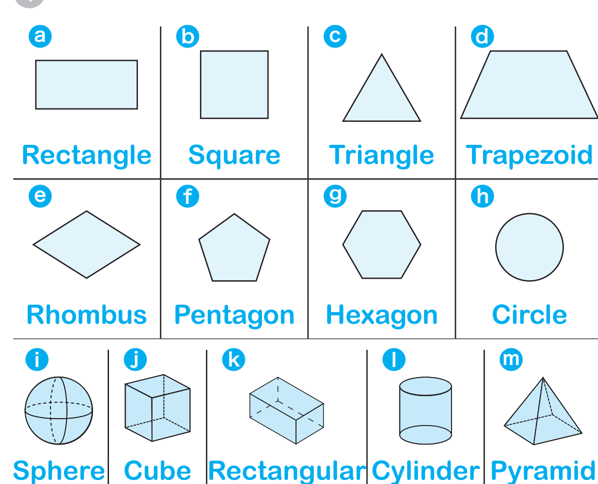
1. 3 , 3
2. 4 , 4
3. pentagon
4. hexagon
5. 0
6. Square , rhombus
7. 4
8. trapezoid
9. 6 , square
10. 8
11. 12
12. 12 , 8 , 6 , rectangle
13. 8 , 5 , 5
14. sphere
15. cylinder

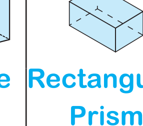
Second:

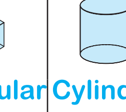
1. 3
2. 4
3. 5
4. 5
5. 4
6. 4
7. Square
8. Triangle
9. Rhombus
10. 12
11. 5
12. 25
13. 12
14. 6
15. 8
16. 5
17. 2
18. 0
19. 5

Third:

1







1 a 6cm b 7cm c 2cm d 4cm

General Exercises on Chapter 6

First:

1. heavier
2. heavier
3. lighter
4. heavier
5. lighter
6. lighter

Second:

- Kilograms – kilograms – grams
- Grams – Grams – kilograms

Guide Answers

Third:

1. a.m 2. a.m 3. p.m 4. p.m

Fourth:

a) 04:30 It's half past 4.

b) 09:45 It's quarter to 10.

c) 01:00 It's one o'clock.

d) 09:30 It's half past 9.

e) 06:15 It's quarter past 6.

f) 11:45 It's quarter to 12.

Model 1

First:

a) 606 b) 30 c) 735 d) 42
e) 999

Second:

a) Tens b) 790 c) 765 d) 864
e) 12

Third:

a) [1] 86 [2] 76 [3] 51 [4] 31
[5] 70

b) [1] < [2] > [3] = [4] >

c) 45 + 29 = 74 LE

Model 2

First:

a) 100 b) 710 c) 307 d) 20
e) 6

Second:

a) 800 b) Eight hundred three c) 978
d) 60 e) 4

Third:

a) 208 , 280 , 288 , 820

b) [1] < [2] < [3] = [4] >

c) Sphere , Triangle , Cylinder , Trapezoid

Model 3

First:

a) 0 b) 3 c) 440 d) 57
e) <

Second:

a) 700 b) 654 c) 95 d) 43
e) 5

Third:

a) 506 , 560 , 566 , 605 , 650

b) 78 – 56 = 22 LE

c) [1] 4 [2] 3 [3] 3

Model 4

First:

a) 729 b) 4 c) = d) 26
e) 7

Second:

a) 226 b) 0 c) Ones d) 610
e) 701 , 700 , 699

Third:

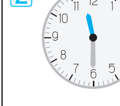
a) 521 , 512 , 125 , 152 , 215 , 251

- greatest number 521
- smallest number 125

b) 45 – 21 = 24 marbles

c)

[1] 05:15 It's quarter past 5.

[2]  11:30 It's half past 11.

Model 5

First:

a) 23 b) 51 c) 81 d) 21
e) 78

Second:

a) 775 b) 102 c) 0 d) 501
e) quarter past 4

Third:

a) 42 + 36 = 78 LE 99 – 78 = 21 LE

b 1

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers	20	35	50	40

2 a 40 b 35 – 20 = 15
c Monday d Saturday

Model 6

First:

a 14 b ones c 1 d 4
e grams

Second:

a 9 + 1 + 6 = 10 + 6 = 16 b 267 c 98
d rectangular prism e quarter past 4

Third:

a 8 + 7 = 15 L.E
b 1 43 2 8 3 41 4 43
c 1 < 2 < 3 > 4 >

Model 7

First:

a 10 b 0 c 70
d sphere e a.m

Second:

a 1 + 5 + 5 = 1 + 10 = 11 b 765 c 70
d rectangle e 53

Third:

a 145 , 154 , 415 , 451 , 514 , 541

b

Tens	Ones
7 Tens + 6 Ones = 76	

76
70 6
70 + 6 = 76

c 1 It's half past 8 2 3:45

Model 8

First:

a 10 b 336 c 54 d circle
e 30

Second:

a 9 b 573 c 6 , 3 d 4
e 110

Third:

a 1 < 2 = 3 < 4 <
b 1 heavier 2 lighter
c 35 , 40 , 45

Model 9

First:

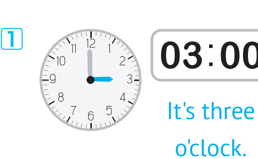
a 35 b 201 c 8
d rhombus e 25 gm

Second:

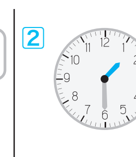
a 6 + 4 + 1 = 10 + 1 = 11 b 516 c 798
d cylinder e 30 , 32 , 34

Third:

a 15 – 7 = 8
b 1 53 2 88 3 95 4 5
c

1 

It's three o'clock.

2 
01:30
It's half past 1.

Model 10

First:

a 10 b 987 c 705 d 12
e 6

Second:

a 2 + 7 + 7 = 2 + 14 = 16 b Three hundred six
c 863 d sphere e 70 , 65 , 60

Third:

a 1 8 2 50 3 81 4 37
b 1 90 2 40 3 Apples
4 Bananas 5 60 + 30 = 90
6 90 – 40 = 50